



	Autumn	Spring	Summer
Theme	Transport and Travel	Safari Adventure	Space
Communication & Language	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important 1:1 and in groups. Shift attention appropriately. Engage and join in with story times. Describe what is happening in a picture/story. Respond to questions and instructions directed to them (including 2 step tasks) Express wants and needs, such as asking for particular resources. Recount and retell events from their own experiences Learn new vocabulary Develop social phrases. Use full sentences. Join in with and learn rhymes, poems and songs. Ask questions about things they observe 	<ul style="list-style-type: none"> Demonstrate listening attention in different situations Respond to what someone else has said in play or in small groups Sequence / recount events in stories and own experiences. Recall what has been said by someone else Make contributions to discussions speak audibly in front of a small group so they can be heard and understood Speak in full sentence and expand ideas using 'and' or 'because' Ask and answer questions about things they observe / what to find out. Understand negative sentence markers. Use new vocabulary in their play. 	<ul style="list-style-type: none"> Demonstrate two-channelled attention (listen and do) begin to take turns to speak when working in a group. Adapt and expand on other people's ideas. Remember some key features of a story without the use of pictures or prompts. Make relevant contributions to discussions using full sentences Join phrases with words such as 'if', 'because' 'so' 'but' and develop their ideas. use past, present and future forms mostly correctly when talking about events Ask questions about what how things work or why things happen. Use more complex vocabulary and descriptive language e.g. the snow was shimmering. Engage in Non-fiction books.
Physical Development	<ul style="list-style-type: none"> Develop the skills they need to manage the school day successfully: lining up and queuing mealtimes Put on own coat and do it up. Get dressed/undressed mostly independently. Move freely and confidently in a range of ways, e.g. spinning, rocking, twisting, rolling, crawling, Combine different movements with ease & fluency. Carryout a range of small motor activities with one handed tools such as: pouring, woodwork, making models, using a fork. Use tweezers & other tools to develop tripod grip. Begin to hold a pencil and use this to make marks, pictures and write their name. Use basic shapes (lines and circles) when drawing. 	<ul style="list-style-type: none"> develop a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Progress towards a more fluent style of moving, with developing control and grace. Balance in different ways (on and off apparatus) Show control and confidence at climbing and moving along, through and around apparatus. Jump on the floor and off apparatus safely and with control Carryout a wider range of small motor activities such as: threading, using scissors, using a knife. Hold their pencil in a tripod grasp. Form recognisable letters. Draw with greater control and represent objects with increasing accuracy. 	<ul style="list-style-type: none"> Get dressed/ undressed independently. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Revise and refine the fundamental movement skills they have already acquired: Have the skills to be able to use a wide range of tools competently, safely and confidently, including use of scissors to cut around shapes and to make attempts at sewing. Use a pencil to write the majority of letters accurately and efficiently. Add details to drawing to demonstrate greater precision.



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Physical Development	<p>PE:</p> <ul style="list-style-type: none"> • Move in a range of ways including: galloping, running, spinning, walking on tip-toes. • Negotiate space successfully showing awareness of surroundings • Balance on one foot for a short time. • Know how to link dance movements, including dance moves • Walk on tip toes • Know how to move to a simple rhythm and use actions to communicate ideas. • Follow rules for simple games and activities. 	<p>PE:</p> <ul style="list-style-type: none"> • Know how to walk, run and travel at a variety of speeds • Know how to take off and land on two legs (jump) • Begin to throw a variety of equipment with accuracy. • Know how to link movements, including jumps, balances and runs. • Know how to climb and balance along equipment safely. • Know how to jump off equipment and land safely. • Copy and repeat actions and movements • Be safe when moving around 	<p>PE:</p> <ul style="list-style-type: none"> • Know how to track and retrieve rolling balls • Hit an object, e.g. a bean bag to send it • Know how to travel in different directions • Begin to know how to hop and skip. • Throw and catch objects such as balloons, large balls and bean bags. • Know how to throw/send a variety of objects (balls and beanbags), e.g. kicking, rolling, hitting, throwing. • Know how to catch balls and beanbags with two hands
Personal, Social, Emotional Development	<ul style="list-style-type: none"> • Try new activities, selecting resources as needed • Seek adult support when necessary. • Wait for things I want • Follow direct instructions with 2 parts • Focus on the teacher or another adult. • Manage own basic hygiene - toileting, handwashing • Name different emotions • Identify own strengths. • Enjoys playing alone, alongside and with others, and attempting to join others' play • Identify who my school friends are • Work co-operatively with my friends, e.g. building a den in the garden. • Make comparisons between my interests and my friends' interests. • Name some 'safe adults' or people who help me. 	<ul style="list-style-type: none"> • Identify own strengths and areas for development. • Show confidence in choosing resources to fulfil plans and ideas. • Begin to understand the value of 'trying again' when something is difficult. • Regulate own emotions when finding something challenging. • Invites others to join in play. • Carryout turn taking games • Become increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours • Talk about their own and other people's feelings. • Show empathy when a peer is upset. • Follows the agreed classroom rules and talks about their behaviour and its consequences. • Describe some ways of keeping safe, e.g. stranger danger, using technology, crossing the road 	<ul style="list-style-type: none"> • Resolve conflicts and negotiate with peers during play • Operates mostly independently within the classroom environment to select resources and fulfil own wants/needs. • Get dressed/ undressed independently. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ○ regular physical activity ○ healthy eating ○ toothbrushing ○ sensible amounts of 'screen time' ○ having a good sleep routine ○ being a safe pedestrian • Think about the perspectives of others. • Talk about how I feel and ways that I can manage my emotions.



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Personal, Social, Emotional Development (PSHE & RSHE)	<p>Relationships (Families, friends and people who care for me)</p> <ul style="list-style-type: none"> • There are special people in our lives at home and at school • People are special for different reasons • That my behaviour affects others • That I can help people that are important to me • That there are people who can help me when I need it • There are a range of feelings and some are comfortable and some are uncomfortable • Our bodies can tell us how we are feeling <p>Respectful relationships on and offline</p> <ul style="list-style-type: none"> • there are things that I am good at and enjoy doing • everyone is unique and special, including me • we should work cooperatively and be respectful towards others • my feelings and emotions can be managed positively • sometimes my own or other's behaviours have consequences and some behaviour is unacceptable • showing sensitivity to the needs and feelings of others can help me build positive relationships with adults and other children 	<p>Keeping safe</p> <ul style="list-style-type: none"> • what being safe or unsafe means in relation to my own experiences • know where I feel safe • know who I can trust and go to if I feel worried or frightened • that my body can tell me how I am feeling • that my body belongs to me • what private means and which body parts should be kept private • what permission means • how to ask for or give permission • types of touch can affect my feelings and I can say no to touch makes me feel uncomfortable or unsafe <p>Belonging to a community</p> <ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how recycling is a good way of looking after the environment • Strengths and interests: jobs in the community • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do 	<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> • there are many different types of exercise • exercise makes changes to our bodies e.g. fast heartbeat, breathing • exercise is good for our bodies • our bodies need sleep and rest • there are healthy and unhealthy foods • healthy foods are good for our bodies • germs are bad for the body and are not for sharing • there are different ways of keeping ourselves and others clean • our bodies need to be protected from the sun <p>Growing and Changing</p> <ul style="list-style-type: none"> • names of basic body parts and what they are for • healthy foods can help our bodies to be healthy and happy • keeping active can help us feel healthy and happy • it is important to look after our bodies • our bodies change as we grow from a baby to an adult • there are things I couldn't do when I was a baby that I can do now • there are lots of different feelings we might have when we are moving class • achievements are to be celebrate • experiences give us memories of the past



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Literacy – reading	<ul style="list-style-type: none"> Recognise own name. Enjoy playing with sounds and words (phase 1), e.g. rhyming and alliteration Learn that letter have names and sounds. Recall individual letters by saying the sounds for them (Phase 2). Orally blend and segment simple words. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (phase 2 CVC) Join in with familiar / predictable stories and rhymes. Make simple predictions about what is being read. Use new vocabulary and story language from books that have been read. Read a few common exception words (Phase 2 - I, to, no, go...) 	<ul style="list-style-type: none"> Know the names of all letters of the alphabet Recall all sounds for the letters of the alphabet and begin to recognise some digraphs (phase 3 - ch, sh, th... ai) Begin to blend words containing phase 3 sounds. Read common exception/tricky words (Phase 2 and some phase 3). Read simple phrases and captions made up of words with known letter-sound correspondences and some common exception words. Identify favourite stories and talk about the characters, settings and events. Sequence stories and narratives using new vocabulary. Retell stories read to them in their play Continue to learn and use new vocabulary learnt from books 	<ul style="list-style-type: none"> Recall all phase 3 sounds and tricky/common exception words. Read words containing phase 3 digraphs. Begin to blend longer words, e.g. CVCC/CCVC words. Read sentences & decodable books aligned to increasing phonic knowledge including words containing digraphs and taught common exception words (phase 3) Retrieve information and ideas from stories read to them. Understand that there are fiction and non-fiction books and that they serve different purposes. Identify and use new/ unknown vocabulary in stories, rhymes, poems and non-fiction books
Literacy – Writing	<ul style="list-style-type: none"> Build my name Write own name. Mark make when writing and begin to represent some sounds correctly. Identify and represent initial letters in words and represent these when writing. Begin to represent some letters accurately. Orally segment simple words on fingers and have a go at writing these. Hold a pencil the correct way around using my fingers to grasp. 	<ul style="list-style-type: none"> Segment sounds in words and use growing phonic knowledge to spell simple words when writing. Communicate ideas for writing. Begin to write dictated sentences Begin to compose own ideas and have a go at writing these. Begin to break sentences into words ready for writing. Write for different purposes. Form many lower case letters when writing. Develop a tripod grip 	<ul style="list-style-type: none"> Orally compose simple sentences to communicate my ideas Write short sentences with words with known letter-sound correspondences either dictated by an adult or composed independently. Use finger spaces between words. Use a full stop to demarcate sentences. Re-read what they have written to check that it makes sense. Begin to form capital letters Write for a range of purposes. Use the correct penil grip for writing.



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Maths – Number	<ul style="list-style-type: none"> Fast recognition of up to 5 objects, without having to count them individually (subitising). Recite numbers past 5 (forwards & back.) Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Represent numerals to 5 on five frames, fingers and in other ways. Link numerals and amounts up to 5 Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities to 5 Order numerals to 5 Understand the concept of 1 more and 1 less. 	<ul style="list-style-type: none"> Understand the concept of zero Continue to developing rapid and automatic recognition of 0-5 (subitising) Identify composition for each number for 1-5 and some beyond. Recall number bonds to 5 and subtraction facts. Use subitising to 5 to help identify how many there are up to 10 without counting all (conceptual subitising) Recognise numerals to 10 Count objects and actions to 10 reliably. Match numerals to amounts to 10. Represent numbers to 10 using ten frames, fingers, part whole models etc. Compare quantities to 10. Order numerals to 10 Count and recite numbers beyond 10 (forwards & back). Recall some number bonds to 10. Write some numerals and symbols when recording. Solve real world mathematical problems with numbers up to 10. Find/recall 1 more & 1 less of numbers to 10 Combine groups to add Make Pairs 	<ul style="list-style-type: none"> Rote count to 20 and beyond (forwards & back). Begin to understand the composition of numbers beyond tens as one ten and ones. Use appropriate vocabulary when comparing quantities Continue to recall number bonds for numbers up to 10 and subtraction facts. Recall some double facts. Combine groups to add Understand subtraction as 'take away' Continue to solve real world mathematical problems with numbers up to 10. Recall 1 more and 1 less than numbers to at least 10 Understand the concepts of doubling, sharing and grouping. Know the difference between an even and odd number and how to identify them using 'pair wise'
Maths – Spatial Reasoning	<ul style="list-style-type: none"> Match and sort everyday objects according to size, colour or shape. Compare the size of objects (big and little, large and small, tall, long, short) Compare mass and capacity using everyday language Copy, create and continue simple patterns (AB) in a variety of contexts including actions, words/sounds. Recognise, name and describe basic 2D shapes (circle, triangle, square, oblong). Recognise 2D shapes in everyday items / the environment. Combine shapes to make new ones. Follow and begin to use positional language to describe how items are positioned. Use language to describe when events happen. Begin to measure time in simple ways. 	<ul style="list-style-type: none"> Explore and compare length, height, mass and capacity using appropriate vocabulary. Begin to use non-standard units of measure to measure length. Order and sequence importance times in their day. Name the days of the week and identify activities that happen on particular days. Recognise and name 3D shapes; describe similarities and differences between them and sort them. Recognise 3D shapes in everyday items / the environment. Copy, create and continue simple patterns (ABB/AAB/AABB) in a variety of contexts. Identify and correct errors within patterns. 	<ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it. Use positional language to describe where shapes are in relation to one another. Visualise and re-create simple models. Continue copy and create repeating patterns (ABBC).



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Understanding the World	<p>Past and Present (History)</p> <ul style="list-style-type: none"> I know important information about myself, e.g. my full name, my age Name and describe people who are familiar to them Begin to make sense of their own life-story and family's history e.g. naming and recognising family members, describing past events by looking at photos. Talk about and describe different objects, e.g. types of homes, toys, vehicles. Begin to use words related to the passing of time, e.g. old and new / long ago and now. Find out about the past through pictures, stories, objects (artefacts) and people Compare and contrast characters from stories, including figures from the past Comment on images of familiar situations in the past. Know that people lived differently in the past Name some historical figures in history. 	<p>Past and Present (History)</p> <ul style="list-style-type: none"> Know that there have been significant people in the past Know and recount different stories about the past Begin to organise events using basic chronology, recognising that things happened before they were born. 	<p>Past and Present (History)</p> <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information (pictures, artefacts, video etc.) Communicate their historical understanding in various ways. Use words related to the passing of time. Begin to look closely at objects and identify whether they are old/new. Sort objects into old and new based on observations. Begin to identify the difference between old and new and sort artefacts /pictures accordingly. Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past Know that there have been significant people in the past.
	<p>People, culture and communities (Geog)</p> <ul style="list-style-type: none"> Talk about what they see in their own environment (school/home) Look simple maps and plans. Create simple maps/plans using classroom objects, e.g. train tracks and toy homes. Know and use positional language in relation to myself and my surrounding 	<p>People, culture and communities (Geog)</p> <ul style="list-style-type: none"> Investigate local surroundings and make observations about where things are. Show respect and care for the environment Know that I live in the UK and that there are some other countries/ cities That the Earth is a sphere and is made of water and land Know that people live in different places in the world Recognise some similarities and differences between life in this country and life in other countries, including physical and human features. Know the words hot and cold (in relation to weather and start to relate to place Recognise and describe some environments that are different from the one in which they live Understand the effect of changing seasons on the natural world around them 	<p>People, culture and communities (Geog)</p> <ul style="list-style-type: none"> (Start to) Recognise that in our surroundings there are man-made and natural things Look at and create simple maps and plans of places. Draw simple picture maps of imaginary and real places Draw information from a simple map Identify ways of looking after the local area and other environments. Know that I live in Caversham Park Village (or another name), Reading, United Kingdom Recognise and describe some environments that are different from the one in which they live Investigate local surroundings and make observations about where things are.
	<p>People, culture and communities (RE):</p> <ul style="list-style-type: none"> Talk about people who are special to them 	<p>People, culture and communities (RE)</p>	<p>People, culture and communities (RE)</p>



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	<ul style="list-style-type: none"> • Talk about and recount celebrations and events in their own and their families lives. • Know that Christians celebrate Christmas and the birth of Jesus. • Begin to learn that some people in our community have different celebrations and traditions and develop positive attitudes to these. 	<ul style="list-style-type: none"> • Know that people in their community have different customs, traditions and beliefs and celebrate special times in different ways. • Continue developing positive attitudes about the differences between people. • Know that we can learn from stories and that some stories have morals 	<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. (in this country and around the world). • Understand that some places are special to members of their community. • Continue developing positive attitudes about the differences between people.
Understanding the World	<p>The World (Science):</p> <ul style="list-style-type: none"> • Know that they are a human • Name a wide range of external human body parts • Begin to name the 5 senses and understand their purpose • Make observations and comparisons between different humans. • Recognise, name and describe common household and farm animals and match them to their babies • Know that there are different seasons • Know that there are different types of weather • Understands the need to respect and care for the natural environment and all living things. • Make observations of animals and plants noticing similarities, differences, patterns and changes 	<p>The World (Science):</p> <ul style="list-style-type: none"> • Know how humans change over time, e.g. baby, toddler, child, teenager, adult, elderly person. • Know that living things grow and change over time. • Begin to understand the concept of a life cycle, e.g. for a butterfly. • Know that plants need water to grow. • Name the basic parts of a plant (root, stem, leaves, petals) • Begin to make suggestions for how you might test an idea • Know the following processes: freezing and melting in relation to winter. • Know and name the 4 seasons. • Know some simple changes and differences between the 4 seasons • Discuss when and how things grow. • Make observations of animals and plants noticing similarities, differences, patterns and changes • Understands the need to respect and care for the natural environment and all living things. 	<p>The World (Science):</p> <ul style="list-style-type: none"> • Make observations of plants over time. • Sort items and animals into living and non-living • To know that different creatures live in different environment and name some of these. • To identify living things in our local habitat. • To know that different creatures eat different foods. • Care for living things in the environment, e.g. plants and minibests and begin to explain why we need to look after the natural world. • Begin to make suggestions for how you might test an idea. • Record my ideas and observations in different ways, e.g. through writing, drawing, artwork, technology. •



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	<p>Technology:</p> <ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. Recognise, show an interest in and use classroom technology, e.g. to make things work or to take photos and recordings. Uses ICT hardware to interact with age appropriate computer software uses a track pad and/or mouse Click and drag objects/icons on the screen Click and hold a mouse button. Make marks on the screen using paint programs. Select colours in paint programs. Know that we use kind words when using the computer. 	<p>Technology:</p> <ul style="list-style-type: none"> Draw a picture on screen. Control a floor robot using forwards, backwards and turn in single steps. Know that floor turtles can be programmed to carryout multiple steps. Complete a simple program on electronic devices such as a floor turtle. know to ask for help if I am unsure about something when using technology Begin to understand the importance of 'stranger danger' online. 	<p>Technology:</p> <ul style="list-style-type: none"> Know how to log into school devices. Begin to use a keyboard to type words such as their own name. Select a range of technologies for a purpose. Continue to develop mouse skills to move the cursor around the screen. Complete a simple program on a sceen Know that I need to think carefully when using technology to keep myself safe and to ask for help when I need it.
Expressive Arts and Design	<ul style="list-style-type: none"> Name the colours Begin to use simple drawing tools -pencil, chalk, chunky crayon Begin to recognise the primary colours Experiment with mixing colours and explain how new colours have been made. Use thick paint brushes to mark make. hold a paintbrush using tripod grip Combine materials to make artwork Learn about the work of famous artists, e.g Paul Klee, Mondrian, Kandinsky know the names of different art tools (paint, colouring pencil, brush, pencil, rubber, pastel, glue). Begin to draw enclosed spaces to represent objects and people. Explore printing tools, e.g. blocks, shapes, sponges, fruit, rollers Use shapes for printing to create pictures Imitate and create own simple repeating patterns begin to build 3D shapes using construction items, e.g. Lego. Explore moulding with clay and playdough. 	<ul style="list-style-type: none"> Hold a pencil effectively for drawing (tripod) Choose colours for a purpose. Use a variety of drawing tools (pencils, pastels, charcoal) to draw things I observe Experiment with different types of lines Begin to add more detail to drawings. Begin to draw a variety of pictures, e.g. objects, landscapes, people. Identify pieces of artwork that I like.. Learn about the work of famous artists and say what I see. 	<ul style="list-style-type: none"> Develop a variety of techniques for modelling materials, e.g. rolling, squashing, smoothing Use tools to affect modelling materials for a purpose, e.g. playdough. Create artwork using and combining a range of materials (including natural materials). Use a range of tools to combine materials. Create patterns / meaningful pictures when printing. Use a variety of drawing tools to draw things from memory. Use a variety of artistic tools and effects to create own artwork Talk about the work of famous artists Say what I like/dislike about pieces of art work. re-create pieces of artwork in the style of an artist



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	<p>Creating with materials (DT):</p> <ul style="list-style-type: none"> • Explore different tools and materials freely to make simple models. • Use nails and hammers • Use glue and tape to join. • Make models using a variety of classroom equipment, e.g. mobilo, recycled materials, crates • Use whole hand grasp scissors to cut. • Know how to use hammers and scissors safely. • Show an interest in technological toys • Thread beads or similar. • Talk about what I find easy or difficult when constructing. • Explain how I made something. 	<p>Creating with materials (DT):</p> <ul style="list-style-type: none"> • Plan what I want to make and use appropriate tools and techniques to create the design. • Join different materials and explore different textures. • Create models that replicate the appearance of real items. • Practise stirring, mixing, pouring when creating food. • Know to wash hands and ensure a clean surface for food preparation. • Use knives to cut safely. • Use senses to describe food. • Begin to understand that eating well contributes to good health • Explain what I like about my work • Independently practise safety measures when carrying out DT tasks 	<p>Creating with materials (DT):</p> <ul style="list-style-type: none"> • Look at similarities and differences between existing objects / materials / tools • Plan what I want to make and use appropriate tools and techniques to create the design. • Use scissors correctly to cut. • Adapt my designs. • Use staplers and thread to join. • Use in and out motion when threading in preparation for sewing. • Independently practise safety measures when carrying out DT tasks • Explain what I like my creations and what can be improved. • Create work collaboratively, sharing ideas with peers and developing skills further.
Expressive Arts and Design	<p>Being imaginative and creative (Music):</p> <ul style="list-style-type: none"> • Remember and sing entire rhymes from memory. • know the names of some simple instruments such as drum, triangle, tambourine, glockenspiel, maraca • Know how to hold an instrument correctly and play it with care. • Play instruments with increasing control and know that they can be played in different ways (shaking, tapping, scraping) • Play instruments along with music. • know the term pulse and be able to move, sway, clap or tap to the pulse. • Imitate movement in response to music • Copy simple repetitive rhythms and make up own rhythms with body percussion or instruments. 	<p>Being imaginative and creative (Music):</p> <ul style="list-style-type: none"> • To sing simple rhymes and chants keeping in time with others. • sing songs and experiment with ways of changing them or make up their own. • To imitate movement in response to music and respond to changes in movement. • Respond verbally to music, e.g. this song sounds like dinosaurs • Name common percussion instruments in my classroom. • Explore how sounds can be made on untuned instruments and found instruments through shaking, tapping, scraping. • respond to words such as faster, slower, higher, lower with our bodies and with instruments. • Begin to recognise and distinguish between high and low. • Use and respond to sounds shown as pictures e.g. large circle for a loud sound. • become familiar (but not to use yet) the terms rhythm, pitch and tempo 	<p>Being imaginative and creative (Music):</p> <ul style="list-style-type: none"> • Sing with a sense of melody • To sing songs and experiment with ways of changing them or make up their own. • Make own music – making/ following rhythms. • Perform music to an audience • experiment with tuned instruments. • create simple sound effects in response to stories or pictures • Talk about musical performances and express feelings and responses.



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	<p>Being imaginative and creative (Dance & Drama):</p> <ul style="list-style-type: none">• represent own experiences in role play and use props to represent objects.• Use small world items in role play and make comments on their actions• Create own small worlds using blocks and toys.• Create movements in response to music or other stimulus• try to move in time to music	<p>Being imaginative and creative (Dance & Drama):</p> <ul style="list-style-type: none">• Perform familiar stories and narratives• Develop storylines in play• Use props in role play, e.g. fabric• When using small world characters take on the role of the character.• Shares likes/ dislikes about dances/ performances	<p>Being imaginative and creative (Dance & Drama):</p> <ul style="list-style-type: none">• Invent own narrative in role play and take on a role• Make props to support role play.• Use movement to express ideas, experience and emotion.• Choose particular movements for their purpose.• Learn some dance routines.