



Copplestone Preschool & Primary School

EYFS Curriculum

caring

create

confidence

curious

challenge

community

At Copplestone Preschool and Primary School we believe that 'every child deserves the best possible start in life and the support that enables them to fulfil their potential' (EYFS Framework '21). Our Early Years Foundation Stage curriculum has been designed with this in mind. Our bespoke, literacy rich, play focused curriculum develops the foundational skills that ensures the children will leave the EYFS as **confident** communicators, **creative** thinkers, **curious** explorers, and **caring, community-minded** citizens who tackle **challenges** with determination.

Our curriculum has been intentionally designed with a literacy rich focus, with topics across the seven areas of learning introduced through fiction and non-fiction books alongside carefully planned language acquisition opportunities to build and enhance the children's vocabulary. Topics have been chosen that are meaningful to the children and experiences are provided alongside this to enhance their learning such as forest school, visits to the theatre and the farm.

We view play as an essential part of the children's experience of the EYFS at Copplestone Preschool and Primary School. It enables the children to develop the characteristics of effective learning skills of playing and exploring, active learning, and creating and thinking critically. "Play is the **highest expression of human development** in childhood, for it alone is the free expression of what is in a child's soul." (Friedrich Frobel)

At Copplestone Preschool, our nurturing and play based environment is at the forefront of our curriculum. Our welcoming staff enable children to settle into the setting with confidence, and they benefit from a language and literacy rich curriculum. A strong transition occurs into the Reception class, with meaningful transition opportunities that ensure children start Reception confident and comfortable in their new setting with already familiar staff. The play based approach with a strong language and literacy focus continues with high expectations for reading, writing and mathematics ensuring every child thrives and succeeds across all areas of learning.

Prime Areas Preschool		
Personal, Social & Emotional Development At Copplestone Pre-School we believe child-initiated play is one of the most important ways to support children’s personal, social and emotional development. Through leading our curriculum with the children’s interest, it engages the children’s imagination and interest in the world. Our setting is designed for continuous provision led by the children with additional adult led activities to support specific learning outcomes. Our literacy rich curriculum is designed with personal, social and emotional development in mind, with books specifically chosen to support this.	Communication & Language Within our curriculum we have chosen specific key Literacy texts with rich vocabulary to support language development in addition to the children’s understanding of story structures and rhyme. Phonics development is supported with small adult led groups using Little Wandle. We also use the ShREC approach (EEF) for high quality interactions in the Early Years: Share attention, Respond, Expand, Conversation.	Physical Development Opportunities to promote physical development are in line with the recommended guidelines for physical activity for early years as we believe this is important for the children’s wellbeing as well as their health. Ways we encourage movement include ‘Jiggle & Wiggle’ every day, the outdoors classroom and fine motor activities.
Prime Areas Reception (Rainbow Class)		
Personal, Social & Emotional Development Every child is unique and is accepted as such into Reception at Copplestone Primary School. Every child is supported with their personal, social and emotional development through high quality interactions with staff and supportive modelling of positive play and thought processes. Further support for personal, social and emotional development is provided through: • Nurture groups • 1:1 supportive play	Communication & Language Our curriculum has been designed with communication and language at its heart. It is literacy led with each topic introduced by a book which has been chosen for its high-quality language and vocabulary. Vocabulary is taught explicitly to the children to assist their acquisition and understanding of language. We also use the ShREC (EEF) approach for high quality interactions. Further support for communication and language acquisition is provided through: • SpeechLink assessments and intervention for speech sounds • Nuffield Early Intervention Language Intervention programme	Physical Development In Reception, physical development is supported through specific planned fine motor and gross motor activities throughout the year. The ‘Leap into Life’ programme is used everyday to support children’s need to move and develop their core movement skills to assist in promoting healthy physical activities for the rest of their life. Further support for physical development is provided through: • High 5 Fine motor intervention programme • Fun Fit gross motor intervention programme

Personal, Social & Emotional Development Coram SCARF (Preschool & Reception)					
Autumn 1 Me and My Relationships Key themes: feelings, special people, getting help		Spring 1 Keeping Safe Key themes: Asking for help, staying safe at home, Keeping healthy, Staying safe around medicines		Summer 1 Being My Best Key themes: Making healthy choices, Being persistent	
Preschool lessons:	Rainbow lessons:	Preschool lessons:	Rainbow lessons:	Preschool lessons:	Rainbow lessons:
Marvellous me! I'm Special People who are special to me	All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	People who help me and keep me safe Safety indoors and outdoors What's safe to go in my body	What's safe to go onto my body Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	What does my body need? I can keep tying I can do it!	Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep
Autumn 2 Valuing Difference Key themes: recognizing similarities and differences, caring for others, recognizing and respecting difference, being kind and caring		Spring 2 Rights and Respect Key themes: Taking care, Making choices		Summer 2 Growing and Changing Key themes: Seasons, Growing up, Life cycles, Girls and Boys	
Preschool lessons:	Rainbow lessons:	Preschool lessons:	Rainbow lessons:	Preschool lessons:	Rainbow lessons:
Me and my friends Friends and family Including everyone	I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	Looking after myself Looking after others Looking after my environment	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1) Looking after money (2)	Growing and changing in nature When I was a baby Girls, boys and families	Seasons Life stages: plants, animals, humans Life stages: human life stage – who will I be? Where do babies come from? Getting bigger Me and my body – girls and boys

Personal, Social & Emotional Development Coram SCARF (Preschool & Reception)					
Autumn 1 Me and My Relationships Key themes: feelings, special people, getting help		Spring 1 Keeping Safe Key themes: Asking for help, staying safe at home, Keeping healthy, Staying safe around medicines		Summer 1 Being My Best Key themes: Making healthy choices, Being persistent	
Preschool learning intentions: 1. Recognize that we are unique 2. Describe different feelings and use this to manage relationships 3. Understand that every family is different and love and care for one another	Rainbow learning intentions: 1. Talk about similarities and differences 2. Name special people in their lives 3. Describe different feelings 4. Identify who can help if they are sad, worried, or scared 5. Identify ways to help others or themselves if they are sad or worried	Preschool learning intentions: 1. Explain what they should do if they feel unsafe 2. Recognize potential dangers and how to stay safe indoors and out 3. Learn the importance of keeping safe around medicines and unknown products	Rainbow learning intentions: 1. Talk about how to keep their bodies healthy and safe 2. Name ways to stay safe around medicines 3. Know how to stay safe in their home, classrooms and outside 4. Know age appropriate ways to stay safe online 5. Name adults in their lives and those in their community who keep them safe	Preschool learning intentions: 1. Talk about healthy choices and activities 2. Develop resilience and persistence in their learning 3. Working cooperatively with others when faced with a challenge	Rainbow learning intentions: 1. Feel resilient and confident in their learning 2. Name and discuss different types of feelings and emotions 3. Learn and use strategies or skills in approaching challenges 4. Understand that they can make healthy choices 5. Name and recognise healthy choices that can keep us well
Autumn 2 Valuing Difference Key themes: recognizing similarities and differences, caring for others, recognizing and respecting difference, being kind and caring		Spring 2 Rights and Respect Key themes: Taking care, Making choices		Summer 2 Growing and Changing Key themes: Seasons, Growing up, Life cycles, Girls and Boys	
Preschool learning intentions: 1. Recognize that there are differences and similarities between themselves 2. Celebrate their friends and include them 3. Understand people have different cultures and religions	Rainbow learning intentions: 1. Be sensitive towards others and celebrate what makes each person unique 2. Recognize that we can have things in common with others 3. Use speaking and listening skills to learn about the lives of their peers 4. Know the importance of	Preschool learning intentions: 1. Learn about taking some responsibility for their own health 2. Describe ways in which they can help others and why they would do so 3. Take care of their home, their learning environment	Rainbow learning intentions: 1. Understand they can make a difference 2. Identify how they can care for their home, school and special people 3. Talk about how they can make an impact on the natural world	Preschool learning intentions: 1. Talk about change in the environment 2. Describe changes in babies, young animals, and plants as they grow 3. Broaden their expectations beyond potential stereotypes of what girls and boys do, or look like	Rainbow learning intentions: 1. Understand that there are changes in nature and humans 2. Name the different stages in childhood and growing up 3. Understand that babies are made by a man and a woman 4. Use the correct vocabulary

Literacy Preschool – 2 year olds		
Autumn 1 My Busy Day – Claire Hibbert & Silvia Raga <i>favourite, pushes, today, feeling</i> Head, Shoulders, Knees and Toes The children will learn body parts and how we keep ourselves clean The Family Book – Todd Parr <i>families, adopt, celebrate, different</i>	Spring 1 Chinese New Year Song <i>friends, family, lanterns</i> 5 Crispy Pancakes <i>crispy, flip, catch</i> Busy Chinese New Year – Campbell books <i>feast, swap, size cheer</i>	Summer 1 The Spider Rhyme <i>fond, rub, jump,</i> Incy Wincy Spider Song <i>spout, dried, wash (double meaning)</i> Sleep Tight Very Hungry Caterpillar – Eric Carle <i>wandering, darkening, bobbing, curled</i>
Autumn 2 5 Little Rockets Rhyme <i>whizzing,</i> The children will learn about how we celebrate Bonfire Night. Christmas Pudding Song & 5 Mince Pies in the Bakers Shop <i>sprinkle, steaming, round, top</i> The children will learn traditions of Christmas Usborne Nativity Flap Book <i>journey, find, stable, manger</i> Santa’s Suit – Kate Lee & Edward Eaves <i>troubled, terrible, sign, mistaken</i>	Spring 2 Topsy and Tim Go to the Hospital – Jean & Gareth Adamson <i>pack, wards, trolley, alone</i> 999 Emergency Song <i>help, accident, emergency</i>	Summer 2 We’re going on a Treasure Hunt – Martha Mumford & Laura Hughes <i>hunt, coins, treasure, watch</i> Commotion in the Ocean – Giles Andraeae & David Wojtowycz Shark poem – <i>grin, greet, wide, jaws</i> Deep Sea poem – <i>creatures, amazing, bulbous, glowing</i>
<i>Vocabulary to be taught in italics for each book</i> <i>Other fiction and non – fiction led by children’s interest</i>		

Literacy Objectives Preschool – 2 year olds		
Autumn Communication & Language objectives: <i>Turn towards familiar sounds</i> <i>Copy what adults ‘do’, taking ‘turns’ in conversations and activities. Try to copy adult speech and lip movements</i> <i>Listen and respond to a simple instruction</i> <i>Use intonation, pitch and changing volume when ‘talking’</i> <i>Understand simple words in context</i> <i>Understand frequently used words</i> <i>Understand simple instructions</i>	Spring Communication & Language objectives: <i>Listen to other people’s talk with interest</i> <i>Make themselves understood</i> <i>Start to say how they are feeling, using words as well as actions</i> <i>Start to develop conversation, often jumping from topic to topic</i>	Summer Communication & Language objectives: <i>Listen to simple stories and understand what is happening, with the help of pictures</i> <i>Identify familiar objects and properties for practitioners when they are described</i> <i>Understand simple questions about ‘who’, ‘what’ and ‘where’</i>
Literacy objectives: <i>Enjoys songs and rhymes, tuning in and paying attention</i> <i>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</i> <i>Say some of the words in songs and rhymes</i> <i>Copy finger movements and other gestures</i> <i>Sing songs and say rhymes independently, for example, singing whilst playing</i> <i>Enjoy sharing books with an adult</i>	Literacy objectives: <i>Enjoy sharing books with adults</i> <i>Pay attention and respond to the pictures or the words</i> <i>Have favourite books and seek them out to share with an adult, with another child or to look at alone</i> <i>Repeat words and phrases from familiar stories</i> <i>Ask questions about the book. Makes comments and shares their own ideas</i> <i>Develop play around favourite stories using props</i>	Literacy objectives: <i>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</i> <i>Enjoy drawing freely</i> <i>Add some marks to their drawings, which they give meaning to</i> <i>Make marks on their picture to stand for their name</i>

Literacy Preschool – 3 year olds		
Autumn 1 Our Busy Lives – Claire Hibbert & Sylvia Raga <i>start, wobbles, village, teenager</i> Selfish Crocodile – Faustin Charlies & Michael Terry <i>selfish, deep, afraid, awakened</i> The Great Big Book of Families – Mary Hoffman & Ros Asquith <i>adopted, tiny, job, exotic</i>	Spring 1 Mr Wolf’s Pancakes – Jan Fearnley <i>fancied, delicious, recipe, ingredients</i> The Great Race – Dawn Casey and Ann Wilson <i>wise, clearing, Emperor, plan</i> 5 Rockets Rhyme	Summer 1 A Very Hungry Caterpillar – Eric Carle <i>cocoon, beautiful, lifecycle, nibbled</i> Bad Tempered Ladybird – Eric Carle <i>fireflies, aphids, praying mantis, skunk</i> Superworm – Julia Donaldson <i>bored, chant, wreath, coil</i>
Autumn 2 Stick Man – Julia Donaldson <i>beware, floats, clattering</i> Snowman and the Snowdog – Raymond Briggs <i>explore, disbelief, amazement, magical</i> The Owl Who Was Afraid of the Dark – Jull Tomlinson <i>dark, hunting, necessary, telescope</i>	Spring 2 Emergency – Margaret Mayo & Alex Ayliffe <i>help, accident, emergency</i> Topsy and Tim Go to the Doctor – Jean & Gareth Adamson <i>miseries, tonsils, stethoscope, surgery</i> My First Visit to Hospital – Rebecca Hunter <i>operation, ward, weighs, temperature</i>	Summer 2 Rainbow Fish – Marcus Pfister Snail and the Whale – Julia Donaldson <i>slithered, iceberg, vast, gazed</i> Tiddler the Storytelling Fish – Julia Donaldson <i>imagination, captured, hauling, escape</i>
<i>Vocabulary to be taught in italics for each book</i> <i>Other fiction and non – fiction led by children’s interest</i>		

Literacy Objectives

Preschool – 3 year olds

Autumn

Communication & Language objectives:

Enjoy listening to longer stories and can remember much of what happens

Pay attention to more than one thing at a time, which can be difficult

Use a wider range of vocabulary

Understand a question or instruction that has two parts

Understand ‘why’ questions

Spring

Communication & Language objectives:

Know many rhymes, be able to talk about familiar books, and be able to tell a long story

Develop their communication

Develop their pronunciation

Summer

Communication & Language objectives:

Use longer sentences of four to six words

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions

Start a conversation with an adult or a friend and continue it for many turns

Use talk to organise themselves and their play

Literacy objectives:

Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing

Develop their phonological awareness to that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound

Literacy objectives:

Develop their phonological awareness to that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound

Engage in extended conversations about stories, learning new vocabulary

Use some of their print and letter knowledge in their early writing

Write some or all of their name

Literacy objectives:

Engage in extended conversations about stories, learning new vocabulary

Use some of their print and letter knowledge in their early writing

Write some or all of their name

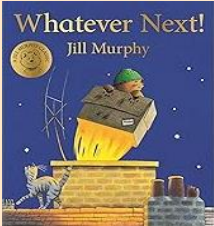
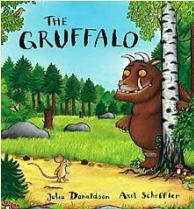
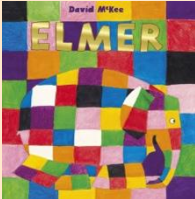
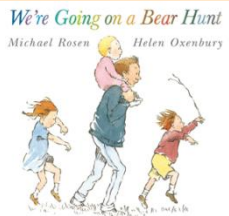
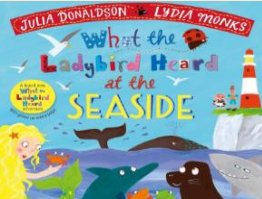
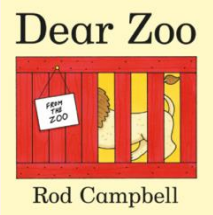
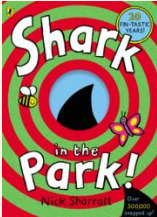
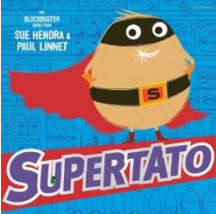
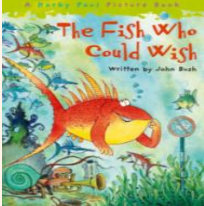
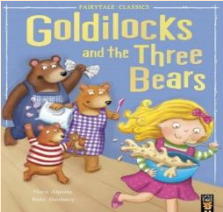
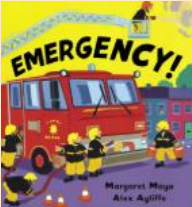
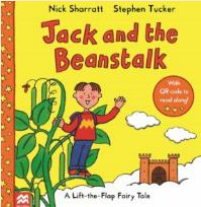
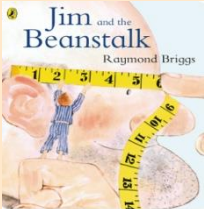
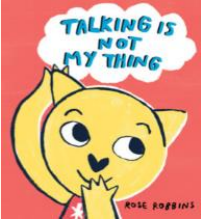
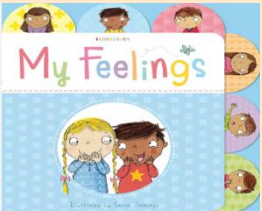
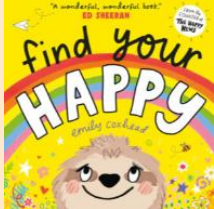
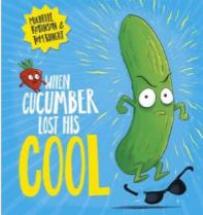
Write some letters accurately

Literacy Reception (Rainbow Class)		
Autumn 1 A Treasury of Nursery Rhymes - Parragon Books (fiction) The Queen of Hearts <i>tarts, stole, knave, vow</i> Old King Cole <i>merry, fiddler, rare, compare</i> Pat-A-Cake <i>baker, prick it, mark it, fast</i> The Owl and the Pussycat <i>beautiful, elegant, fowl, tarried</i>	Spring 1 Tractors and Farm Vehicles - Jean Coppendale (non-fiction) <i>machine, crops, harvest, blades</i> Farmer Duck - Martin Waddell (fiction) <i>fetchd, answered, weepy, crept, stole</i>	Summer 1 Homes in Many Cultures - Heather Adamson (non-fiction) <i>safe, thick, apartment/flat, stilt</i> Zaha Hadid (Little People, Big Dreams)- Maria Isabel Sanchez Vegara (fiction) Peepo! - Janet and Allan Ahlberg (fiction) <i>bonfire, squabbling, fringe, dozing</i> Coming to England – Floella Benjamin (biography) <i>musician, skyscraper, iceberg, welcoming</i>
Autumn 2 Traditional Fairy Tales (fiction) The 3 Little Pigs Little Red Hen <i>threshed, squawked, gnawing, scrumptious</i> The Enormous Turnip <i>enormous, budge, grabbed, heaved, tugged</i> Rama & Sita - Malachy Doyle (fiction) <i>tricked, wicked, terrified, swooped, surrounded</i>	Spring 2 Oliver’s Vegetables - Vivian French (fiction) <i>proud, wonderful, complaints, bargain</i> The Tadpole’s Promise – Jeanne Willis (fiction) <i>gazed, promise, forgive, begged</i> Book Week book (fiction) All about Plants – Peter Riley (non-fiction) <i>roots, stem, petals, seeds</i>	Summer 2 Amelia Earhart - Brad Meltzer (fiction) <i>adventure, awesome, blinding, altitude</i> Come Outside (TV series)

Literacy Objectives

Reception (Rainbow Class)

Autumn	Spring	Summer
Communication & Language objectives: <i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i> <i>Engage in story times</i> <i>Listen to and talk about stories to build familiarity and understanding</i> <i>Retell the story</i> <i>Listen carefully to rhymes and songs, paying attention to how they sound</i> <i>Learn rhymes, poems and songs</i>	Communication & Language objectives: <i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i> <i>Engage in story times</i> <i>Listen to and talk about stories to build familiarity and understanding</i> <i>Retell the story</i> <i>Listen carefully to rhymes and songs, paying attention to how they sound</i> <i>Learn rhymes, poems and songs</i>	Communication & Language objectives: <i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i> <i>Listen to and talk about stories to build familiarity and understanding</i> <i>Retell the story</i> <i>Listen carefully to rhymes and songs, paying attention to how they sound</i> <i>Learn rhymes, poems and songs</i> <i>Engage in non-fiction books</i> <i>Listen to and talk about selected non-fiction</i> <i>ELG Listening, Attention & Understanding: Listen attentively and respond to what they hear</i>
Reading objectives: <i>Read individual letters by saying the sounds for them</i> <i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</i> <i>Read a few common exception words</i>	Reading objectives: <i>Read some letter groups that each represent one sound and say sounds for them</i> <i>Read a few common exception words</i>	Reading objectives: <i>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</i> <i>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</i> <i>ELG Comprehension: demonstrate understanding of what has been read to them by retelling stories and narratives, anticipate key events in stories, use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</i> <i>ELG Word Reading: say a sound for each letter in the alphabet and at least 10 digraphs, read words consistent with their phonic knowledge by sound blending, read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</i>
Writing objectives: <i>Spell words by identifying the sounds and then writing the sound with letter/s</i>	Writing objectives: <i>Spell words by identifying the sounds and then writing the sound with letter/s</i> <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</i> <i>Re-read what they have written to check that it makes sense</i>	Writing objectives: <i>Spell words by identifying the sounds and then writing the sound with letter/s</i> <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</i> <i>Re-read what they have written to check that it makes sense</i> <i>ELG Writing: write recognisable letters most of which are correctly formed, spell words by identifying sounds in them and representing the sounds with a letter or letters, write simple phrases and sentences that can be read by others</i>

Read Aloud Books Preschool	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Quality Text						
Rhyming/ Repeated Refrain						
Non-Fiction or Traditional Tales						
Diversity						
Well-Being						

Read Aloud Books Preschool

These books have been chosen for the children's enjoyment and their accessibility to high quality vocabulary and experiences outside of their immediate world.

Communication & Language objectives:

Understand simple questions about 'who', 'what', and 'where'

Enjoy listening to longer stories and can remember much of what happens

Use a wider range of vocabulary

Understand 'why' questions

Know many rhymes, be able to talk about familiar books, and be able to tell a long story

Use longer sentences of four to six words

Reading objectives:

Enjoy sharing books with an adult

Have favourite books and seek them out

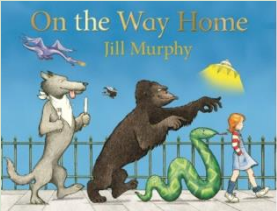
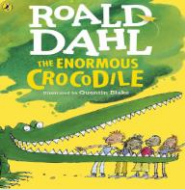
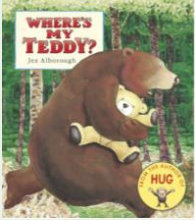
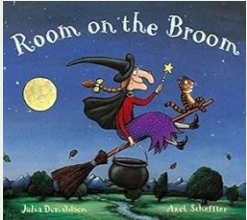
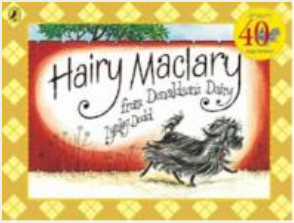
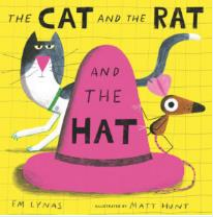
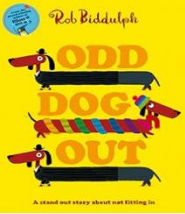
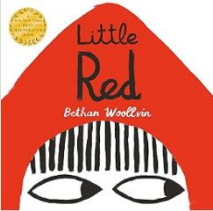
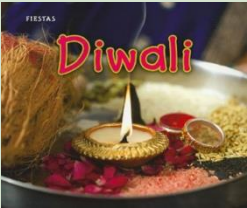
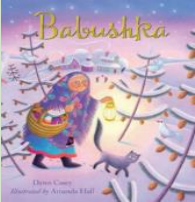
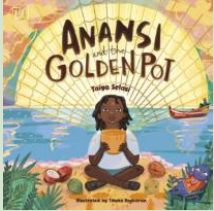
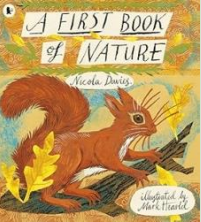
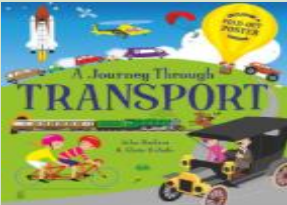
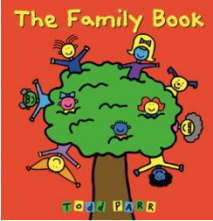
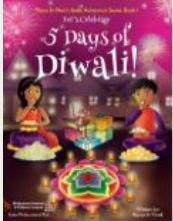
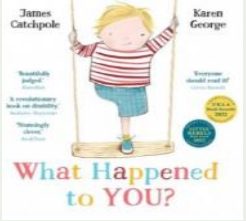
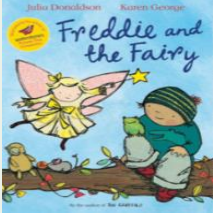
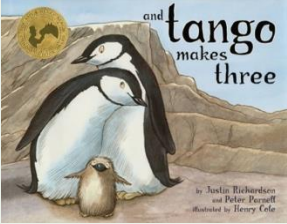
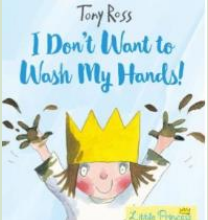
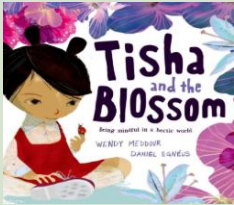
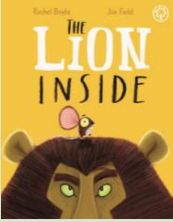
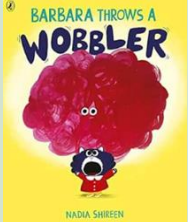
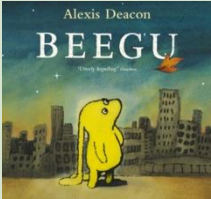
Ask questions about the book. Makes comments and shares their own ideas

Develop play around favourite stories using props

Understand the five key concepts around print

Develop their phonological awareness

Engage in extended conversations about stories, learning new vocabulary

Read Aloud Books Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Quality Text						
Rhyming/ Repeated Refrain						
Non-Fiction or Traditional Tales						
Diversity						
Well-Being						

Read Aloud Books Reception (Rainbow Class)

These books have been chosen for the children's enjoyment and their accessibility to high quality vocabulary and experiences outside of their immediate world.

Communication & Language objectives:

Learn new vocabulary

Use new vocabulary through the day

Listen to and talk about stories to build familiarity and understanding

Retell the story

Listen carefully to rhymes and songs, paying attention to how they sound

Learn rhymes, poems and songs

Engage in non-fiction books

Listen to and talk about selected non-fiction

ELG Listening, Attention & Understanding: Listen attentively and respond to what they hear

Reading objectives:

Learn new vocabulary

ELG Comprehension: demonstrate understanding of what has been read to them by retelling stories and narratives, anticipate key events in stories, use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Mathematics

Preschool – 2 Year Olds

Number	Pattern and Connections	Spatial Reasoning
Taking opportunities to use numbers where they naturally arise.: indoors, outdoors and in the community. Children are encouraged to use numbers in many contexts. Talk about sizes, processes and routines. · Play finger rhymes that use numbers like ‘Round and round the garden’ or ‘Two little dicky birds’. · Draw attention to changes in amounts, for example, by adding more bricks to a tower. Use words like ‘lots’ or ‘more’ · Develop counting-like behaviour, children under 2 could be making sounds, pointing or saying some numbers in sequence.	Support children to notice mathematical features and observe regularities when they are playing or taking part in activities. Rhymes and stories have an important place in their understanding of patterns. - By practising recall such as ‘head, shoulders, knees and toes’ and repeated refrains within stories children learn about patterns in speech and language. - Draw attention different patterns eg, stripes on clothes, designs on rugs and wallpaper. Use words like ‘pointy’, ‘spotty’, ‘stripy’ - Provide a range of natural and everyday objects and materials, as well as blocks and shapes, for children to play with freely and to make their own patterns with. Patterns also exist in music and rhymes and you could engage children in inventing their own movement and music patterns. - As part of daily life children need to experience how the routines of the day follow patterns. Explain to them the patterns of events that happen every day such as lunch time or getting dressed to go home.	Children are naturally curious and like to explore. There are many ways you can help children develop spatial reasoning skills. - Children may combine objects like stacking blocks and cups, put objects inside others and take them out,play with interesting shapes like corks, cones and balls and use pots and pans, shape sorters and stacking cups. - You can help them build their understanding of the 3-dimensional world with physical activities. Young children usually enjoy squeezing themselves into different types of spaces, like dens. Describe children’s climbing and hiding activities as they play, using spatial words like ‘inside’, ‘up’, ‘down’ and ‘below’. - Playing with jigsaw puzzles and inset puzzles is a good way to encourage them to think about shapes.

Mathematics Preschool – 3 Year Olds		
Number knowledge – throughout the year		
Cardinality and Counting <i>Know number names - initially to 5, then 10</i> <i>Counting backwards</i> <i>Opportunities to count things in irregular arrangements</i> Counting things of different sizes Counting things that can't be seen such a sounds, actions and words Opportunity to match a number symbol with a number of things	Composition Encourage exploration of the ways 5 can look. Encourage children to rearrange objects. Notice how they can arrange them within a whole.	Comparison Children have progressive experiences where they can compare collections and begin to talk about which group has <i>more</i> Children need the opportunity to see that groups can could consist of equal numbers of things – checking that groups are equal by matching objects on a 1:1 basis
Autumn 1 Continuing AB patterns Copying AB patterns	Spring 1 Measure <i>Recognising attributes of length and height</i> <i>Beginning to use comparative language</i>	Summer 1 Developing spatial vocabulary <i>Children exposed to and using language of in, on, under, up, down, under, across</i> Identifying similarities between shapes Describing properties of shape
Autumn 2 Shape developing spatial awareness: experiencing different viewpoints Shape awareness: developing shape awareness through construction	Spring 2 Pattern <i>Spotting errors in AB patterns</i>	Summer 2 Measure <i>Comparing lengths directly</i> <i>Comparing capacities</i> <i>Comparing weight</i>

Mathematics Reception (Rainbow Class)		
Number knowledge – throughout the year using ‘Mastering Number’ programme		
Cardinality and Counting Counting: saying number words in sequence, tagging each object with one number word, knowing the last number counted gives the total so far Subitising: recognising small quantities without needing to count them all Conservation: knowing that the number does not change if things are rearranged (as long as none have been added or taken away)	Composition Part-whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to a total) Inverse operations A number can be partitioned: into different pairs of numbers, into more than two numbers Number bonds: knowing which pairs make a given number	Comparison Comparing numbers and reasoning Knowing the ‘one more than/one less than/ relationships between counting numbers
Autumn 1 Pattern – Make their own AB pattern Measure – showing awareness of comparison in estimating and predicting Comparing indirectly	Spring 1 Pattern – Continuing an ABC pattern Continuing a pattern which ends mid-unit Measure – recognizing the relationship between the size and number of units Beginning to use units to compare things	Summer 1 Pattern – generalising structures to another context or mode Shape – developing spatial vocabulary
Autumn2 Pattern – identifying the unit of repeat Shape – showing awareness of properties of shape	Spring 2 Pattern – make their own ABB, ABBC patterns Spotting an error in an ABB pattern Shape – developing an awareness of relationships between shanes	Summer 2 Pattern – making a pattern around a border with a fixed number of spaces Measure time – beginning to experience specific time durations

Understanding of the World Preschool		
Autumn 1 My body Similarities and differences with my body What does it meant to remember? (History) <i>remember, past, poppy</i> The children will learn the importance of Remembrance day and what remembering means Why do we remember Guy Fawkes? (History) <i>bonfire, fireworks, gunpowder</i> Guy Fawkes For Kids – Andrew Thompson The children will learn about why we celebrate Bonfire night	Spring 1 What do we use materials for? (Materials) <i>rough, smooth, silky, bumpy</i> In provision, the children will explore different materials and how to describe them How do materials change? (Materials) <i>ice, melt, water,</i> The children will explore how ice turns into water. Where does the dragon live? <i>China, Zodiac, envelope,</i> The Great Race – Dawn Casey The children will learn about the story of the zodiac, exploring differences between China and Copplestone	Summer 1 How do we grow a seed? (Plants) <i>pot, soil, seed</i> The children plant seeds and care for them. The books ‘Jack and the Beanstalk’ and ‘Jim and the Beanstalk’ by Raymond Briggs will support their learning with this. What does a seed need to grow? (Plants) <i>soil, water, sunlight</i> The children will know what a seed needs to grow to help them care for their seed.
Autumn 2 Who is Jesus? (RE) <i>son, stable, manger</i> The children will learn about the Nativity story and what their families traditions are at Christmas Where does Santa live? (Geography, Materials) <i>North Pole, artic, snow, ice</i> The Snowman and Snowdog – Raymond Briggs The children will learn about the North Pole and the differences between Copplestone and there.	Spring 2 What jobs do people do now and from the past? (History) <i>job, past, present, occupation</i> The children will learn about different jobs and compare to their past counterpart What do you want to be when you grow up? <i>Firefighter, nurse, doctor etc</i> Children will talk about occupations they might like to do when they are older. Vocabulary will child led for this topic.	Summer 2 How do we care for our pets? (Animals) <i>vet, care, feed, exercise</i> The children will learn how to look after their pets and how that is different to a seed. The book ‘Topsy and Tim at the Vet’ by Jean and Gareth Adamson will be used to support their learning. What is different between wild animals and pets? (Animals) <i>wild, habitat, hunt, burrow</i> The children will learn about different habitats for wild animals and how that is different to a pet's home.
<i>Understanding of the World will incorporate aspects of History, Geography, and Science. Science is split into three strands: animals, materials, and plants. PSHE/PSED is supported by the Jigsaw scheme.</i>		

Understanding of the World Objectives Preschool		
Autumn 2 Year Olds: <i>Make connections between the features of their family</i> <i>Notice difference between people</i>	Spring 2 Year Olds: <i>Repeat actions that have an effect</i> <i>Explore materials with different properties</i> <i>Explore natural materials indoors and outside</i> <i>Notice difference between people</i>	Summer 2 Year Olds: <i>Explore natural materials indoors and outside</i> <i>Explore and respond to different natural phenomena in their setting and on trips</i>
3 Year Olds: <i>Talk about what they see, using a wide vocabulary</i> <i>Begin to make sense of their own life-story and family’s history</i> <i>Know that there are different countries in the world and talk about the differences they have experience or seen in photos</i>	3 Year Olds: <i>Use all their senses in hands-on exploration of natural materials</i> <i>Explore collections of materials with similar and /or different properties</i> <i>Talk about what they see, using a wide vocabulary</i> <i>Explore how things work</i> <i>Show interest in different occupations</i> <i>Explore and talk about different forces they can feel</i> <i>Talk about the differences between materials and changes they notice</i> <i>Continue developing positive attitudes about the differences between people</i>	3 Year Olds: <i>Talk about what they see, using a wide vocabulary</i> <i>Plant seeds and care for growing plants</i> <i>Understand the key features of the life cycle of a plant and an animal</i> <i>Begin to understand the need to respect and care for the natural environment and all living things</i>

Understanding of the World Reception (Rainbow Class)		
Autumn 1 What happens in Autumn? (Materials/Geography) The Leaf Thief – Alice Hemming <i>season, wonderful, relax, disturb</i> The children will explore the changing seasons and what happens to the trees. We will also partake in forest school activities. Why do some people remember the story of Diwali? (History/RE) Rama & Sita - Malachy Doyle <i>tricked, wicked, terrified, swooped, surrounded</i> The children will learn the importance of Diwali for some people and read the story of Rama and Sita.	Spring 1 Why do we have farms and farm animals? (Animals) Tractors and Farm Vehicles - Jean Coppendale <i>machine, crops, harvest, blades</i> The children will learn about farms and what the produce. We will include a trip to West Town Farm, Ide, to support this learning. What is the lifecycle of a frog? (Animals) The Tadpole’s Promise – Jeanne Willis <i>gazed, promise, forgive, begged</i> The children will learn about lifecycles through tadpoles to frogs. This will build upon learning about butterflies in Preschool.	Summer 1 How do we know something is from the past? Peepo! - Janet and Allan Ahlberg <i>bonfire, squabbling, fringe, dozing</i> The children will examine the story to find clues to things from the past and how we know it is from the past. The children will look at jobs from the past building on learning from preschool. Do all animals live in the countryside? The Ugly 5 – Julia Donaldson The children will explore different types of habitat and compare the environments.
Autumn2 Why is Remembrance Day important? (History) Where the Poppies Now Grow – Hilary Robinson & Martin Impey The children will learn about Remembrance Day and why it is important.	Spring 2 What are the parts of a plant? All about Plants – Peter Riley <i>roots, stem, petals, seeds</i> The children will plant seeds to watch them grow and learn the parts of the plant. What do the parts of a plant do? All about Plants – Peter Riley <i>roots, stem, petals, seeds</i> The children will learn what each of the parts of a plant is for: roots, stem, leaves, flower, petals.	Summer 2 Why is Amelia Earhart important? Amelia Earhart – Brad Meltzer <i>adventure, awesome, blinding, altitude</i> The children will learn why Amelia Earhart is an important figure in history and what she achieved.
Understanding of the World will incorporate aspects of History, Geography, and Science. Science is split into three strands: animals, materials, and plants.		

Understanding of the World RE Reception (Rainbow Class)		
Autumn 1 Why is the word God so important to Christians? Talk about things they find interesting, puzzling or wonderful. And also about their own experiences or feelings about the world. Retell stories, talking about what they say about the world, God, humans. Think about the wonders of the natural world, expressing feelings. Say how and when Christians like to thank their creator. Talk about what people do to mess up the world, and what they do to look after it.	Spring 1 Why is Easter so special to Christians? Recognise and retell stories connected with celebration of Easter. Say why Easter is a special time for Christians. Talk about ideas of new life in nature, Recognise some symbols Christians use during Holy week – e.g. a cross. eggs. Make connections with signs of new life in nature. Talk about the ways Christians remember these stories at Easter.	Summer 1 What places are special and why? Talk about somewhere that is special to them and why. Recognise that some religious people have places which have special meaning for them. Talk about things that are special and valued in a place of worship. Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. Get to know and use appropriate ways to talk about their thoughts and feelings when visiting a church. Express a personal response to the natural world.
Autumn 2 Why is Christmas special for Christians? Talk about people who are special to them. Say what makes their family and friends special to them. Recall simply what happens at a Christian Christmas. Begin to recognise the work ‘incarnation’ as describing the belief that God came to earth as Jesus. Retell religious stories, making connections with personal experiences.	Spring 2 Being special, where do we belong? Retell religious stories, making connections with personal experience. Share and record occasions in their life when things have happened to make them feel special. Recall simply what happens at a Christian Baptism and dedication. Recall simply what happens when a baby is welcomed into religions other than Christianity.	Summer 2 What stories are special and why? Talk about some religious stories. Recognise some religious words – e.g. about God. Identify some of their own feelings in the stories they hear. Identify a sacred text e.g. bible, Torah. Talk about some of the things these stories tell believers, e.g. What Jesus teaches about being friends with the friendless in the story of Zacchaeus, what Jesus’ story about the ten lepers and teaches us about saying thank you, why it is good to thank and be thanked. What the Chanukah story teaches about Jews standing up for what is right, etc.

Understanding of the World Objectives Reception (Rainbow Class)		
Autumn	Spring	Summer
<i>Name and describe people who are familiar to them</i> <i>Comment on images of familiar situations in the past</i> <i>Compare and contrast characters from stories, including figures from the past</i> <i>Draw information from a simple map</i> <i>Understand that some places are special to members of their community</i> <i>Recognise that people have different beliefs and celebrate special times in different ways</i> <i>Explore the natural world around them</i> <i>Describe what they see, hear, and feel whilst outside</i> <i>Understand the effect of changing seasons on the natural world around them</i>	<i>Comment on images of familiar situations in the past</i> <i>Understand that some places are special to members of their community</i> <i>Recognise that people have different beliefs and celebrate special times in different ways</i> <i>Recognise some similarities and differences between life in this country and life in other countries</i> <i>Explore the natural world around them</i> <i>Describe what they see, hear, and feel whilst outside</i>	<i>Talk about members of their immediate family and community</i> <i>Comment on images of familiar situations in the past</i> <i>Compare and contrast characters from stories, including figures from the past</i> <i>Draw information from a simple map</i> <i>Understand that some places are special to members of their community</i> <i>Recognise that people have different beliefs and celebrate special times in different ways</i> <i>Recognise some similarities and differences between life in this country and life in other countries</i> <i>Explore the natural world around them</i> <i>Describe what they see, hear, and feel whilst outside</i> <i>Recognise some environments that are different to the one in which they live</i>
<i>ELG Past & Present: talk about the lives of the people around them and their roles on society</i> <i>ELG Past & Present: understand the past through settings, characters and events encountered in books read in class and storytelling</i> <i>ELG People, Culture and Communities: describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</i> <i>ELG The Natural World: explore the natural world around them, making observations and drawing pictures of animals and plants</i> <i>ELG The Natural World: understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</i>	<i>ELG Past & Present: talk about the lives of the people around them and their roles on society</i> <i>ELG Past & Present: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</i> <i>ELG Past & Present: understand the past through settings, characters and events encountered in books read in class and storytelling</i> <i>ELG People, Culture and Communities: describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</i> <i>ELG The Natural World: explore the natural world around them, making observations and drawing pictures of animals and plants</i>	<i>ELG Past & Present: talk about the lives of the people around them and their roles on society</i> <i>ELG Past & Present: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</i> <i>ELG Past & Present: understand the past through settings, characters and events encountered in books read in class and storytelling</i> <i>ELG People, Culture and Communities: describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</i> <i>ELG The Natural World: explore the natural world around them, making observations and drawing pictures of animals and plants</i> <i>ELG The Natural World: know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</i>

Expressive Arts & Design Preschool		
Year A		
Autumn Artist: Kadinsky Meet Wassily Kadinsky - Read With You Center for Excellence in STEAM Education <i>circles, spots, colour</i> The children will use the inspiration of Kadinsky to create artwork that use circles and spots, cutting circles and spots Common play behaviours: drawing, cutting	Spring Artist: Van Gogh Vincent Van Gogh – Maria Isabel Sanchez Vegara <i>portrait, face, emotion</i> The children will use the inspiration of Van Gogh to create their own self portrait using paint Common play behaviours: drawing, painting, exploring colour	Summer Artist: Michelle Reader <i>sculpture, recycle, waste</i> The children will use junk modelling and waste materials to create artwork of their choice Common play behaviours: drawing, joining, cutting
Year B		
Autumn Artist: Kusama Yayoi Kusama – Fausto Gilberti <i>circles, spots, colour</i> The children will use the inspiration of Kusama to create artwork that use circles and spots using paint and stamps Common play behaviours: cutting, painting/exploring colour, printing	Spring Artist: Picasso Pablo Picasso – Maria Isabel Snachez Vegara <i>portrait, face, emotion</i> The children will use the inspiration of Picasso to create their own self portrait cutting shapes and collaging Common play behaviours: drawing, collage, joining,	Summer Artist: Andy Goldsworthy <i>nature, recycle, sculpture</i> The children will use natural materials to create artwork of their choice inspired by Andy Goldsworthy Common play behaviours: drawing, joining, cutting
<i>All children will have opportunities to role play across the year led by the children</i> <i>All children will have access to a variety of different resources in continuous provision to craft and create art of their choice</i> <i>All children will have access to a variety of musical play experiences, exploring vocal and instrumental play</i>		

Expressive Art and Design Objectives Preschool		
Autumn	Spring	Summer
2 Year Olds: <i>Start to make marks intentionally.</i> <i>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</i> <i>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</i> <i>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</i>	2 Year Olds: <i>Notice patterns with strong contrasts and be attracted by patterns resembling the human face</i> <i>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</i> <i>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</i> <i>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</i>	2 Year Olds: <i>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</i> <i>Use their imagination as they consider what they can do with different materials.</i> <i>Make simple models which express their ideas.</i> <i>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</i>
3 Year Olds: <i>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</i> <i>Explore colour and colour-mixing.</i> <i>Take part in simple pretend play, using an object to represent something else even though they are not similar.</i> <i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</i> <i>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</i>	3 Year Olds: <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i> <i>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</i> <i>Explore colour and colour-mixing.</i> <i>Take part in simple pretend play, using an object to represent something else even though they are not similar.</i> <i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</i> <i>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</i>	3 Year Olds: <i>Explore different materials freely, to develop their ideas about how to use them and what to make.</i> <i>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</i> <i>Take part in simple pretend play, using an object to represent something else even though they are not similar.</i> <i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</i> <i>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</i>

Expressive Arts & Design Reception (Rainbow Class)		
Autumn Artist: Eric Carle <i>collage, stick, shape, tear, cut</i> The children will have access to materials to collage with in provision and the opportunity to create a self portrait using collage. Common play behaviours: drawing, joining, cutting, collage	Spring Artist: Jackson Pollack <i>splatter, scrape, spin</i> The children will have access to items that allow them to splatter, scrape and spin paint. Common play behaviours: painting/exploring colour,	Summer Artist: Louise Bourgeois <i>sculpture, weaving, cells, mishmash</i> https://www.tate.org.uk/kids/explore/who-is/who-louise-bourgeois The children will have the opportunity to explore weaving and making sculptures with clay and junk modelling Common play behaviours: drawing, joining, cutting
Objectives		
Autumn <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i> <i>Create collaboratively, sharing ideas, resources and skills</i> <i>Develop storylines in their pretend play.</i> <i>ELG Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> <i>Share their creations, explaining the process they have used.</i> <i>Make use of props and materials when role playing characters in narratives and stories.</i>	Spring <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i> <i>Create collaboratively, sharing ideas, resources and skills</i> <i>Develop storylines in their pretend play.</i> <i>ELG Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> <i>Share their creations, explaining the process they have used.</i> <i>Make use of props and materials when role playing characters in narratives and stories.</i>	Summer <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i> <i>Create collaboratively, sharing ideas, resources and skills</i> <i>Develop storylines in their pretend play.</i> <i>ELG Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> <i>Share their creations, explaining the process they have used.</i> <i>Make use of props and materials when role playing characters in narratives and stories.</i>
<i>All children will have opportunities to role play across the year led by the children</i> <i>All children will have access to a variety of different resources in continuous provision to craft and create art of their choice</i> <i>All children will have access to a variety of musical play experiences, exploring vocal and instrumental play</i>		

Expressive Arts & Design Objectives Reception (Rainbow Class)		
Autumn	Spring	Summer
<i>Name and describe people who are familiar to them</i> <i>Comment on images of familiar situations in the past</i> <i>Compare and contrast characters from stories, including figures from the past</i> <i>Draw information from a simple map</i> <i>Understand that some places are special to members of their community</i> <i>Recognise that people have different beliefs and celebrate special times in different ways</i> <i>Explore the natural world around them</i> <i>Describe what they see, hear, and feel whilst outside</i> <i>Understand the effect of changing seasons on the natural world around them</i>	<i>Comment on images of familiar situations in the past</i> <i>Understand that some places are special to members of their community</i> <i>Recognise that people have different beliefs and celebrate special times in different ways</i> <i>Recognise some similarities and differences between life in this country and life in other countries</i> <i>Explore the natural world around them</i> <i>Describe what they see, hear, and feel whilst outside</i>	<i>Talk about members of their immediate family and community</i> <i>Comment on images of familiar situations in the past</i> <i>Compare and contrast characters from stories, including figures from the past</i> <i>Draw information from a simple map</i> <i>Understand that some places are special to members of their community</i> <i>Recognise that people have different beliefs and celebrate special times in different ways</i> <i>Recognise some similarities and differences between life in this country and life in other countries</i> <i>Explore the natural world around them</i> <i>Describe what they see, hear, and feel whilst outside</i> <i>Recognise some environments that are different to the one in which they live</i>
<i>ELG Past & Present: talk about the lives of the people around them and their roles on society</i> <i>ELG Past & Present: understand the past through settings, characters and events encountered in books read in class and storytelling</i> <i>ELG People, Culture and Communities: describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</i> <i>ELG The Natural World: explore the natural world around them, making observations and drawing pictures of animals and plants</i> <i>ELG The Natural World: understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</i>	<i>ELG Past & Present: talk about the lives of the people around them and their roles on society</i> <i>ELG Past & Present: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</i> <i>ELG Past & Present: understand the past through settings, characters and events encountered in books read in class and storytelling</i> <i>ELG People, Culture and Communities: describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</i> <i>ELG The Natural World: explore the natural world around them, making observations and drawing pictures of animals and plants</i>	<i>ELG Past & Present: talk about the lives of the people around them and their roles on society</i> <i>ELG Past & Present: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</i> <i>ELG Past & Present: understand the past through settings, characters and events encountered in books read in class and storytelling</i> <i>ELG People, Culture and Communities: describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</i> <i>ELG The Natural World: explore the natural world around them, making observations and drawing pictures of animals and plants</i> <i>ELG The Natural World: know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</i>

Expressive Arts & Design Music (Preschool & Reception)					
Autumn		Spring		Summer	
The children will learn a variety of appropriately pitched short songs. These will be used as a starting point for developing their sense of steady beat, also using movement. They will begin to learn the names of the different instruments they use and explore the different sounds that they can make. There will be opportunities for free musical play. They will listen to/or watch a variety of music from the genres of folk, classical and pop, describing how it makes them feel and move. Examples such as: <i>Jim Causley ‘Python on Piccalo’, ‘I am the Song’, ‘I Saw a Jolly Hunter’</i> <i>MNEK ‘Colour’</i> <i>Chilly Gonzalez ‘Silent Night’</i> <i>Cigdem Aslan ‘Aman katerina mou’</i> The children will perform a Nativity, learning songs to accompany their performance.		In addition to learning new songs, the children will learn some chants as well as listening to chants from the past. The children will think of the ideas to create a class chant and accompany this using tuned and untuned instruments. Using the words from the chant the children will begin to explore their understanding of rhythm. There will be opportunities for free musical play. They will listen to/or watch a variety of music from the genres of folk, classical and pop, describing how it makes them feel and move. Examples such as: <i>Mad Dog Mcrea ‘Black Fly’, ‘Happy Bus’</i> <i>Johnny Cash I walk the Line’, ‘Jackson’</i> <i>Steps ‘Something in Your Eyes’</i> <i>Brahms ‘Hungarian Dance No 2’</i>		The children will learn longer songs and will accompany themselves using tuned and untuned instruments, becoming confident in naming these. The children will use the instruments to create their own musical interpretations of minibeasts. There will be opportunities for free musical play. They will listen to/or watch a variety of music from the genres of folk, classical and pop, describing how it makes them feel and move. Examples such as: <i>Dolly Parton ‘Coat of Many Colours’</i> <i>Go_A ‘Shum’</i> <i>Kylie Minogue ‘Dancing’</i> <i>Basement Jaxx ‘Bingo Bango’</i> <i>Wieniawski ‘Scherzo-Tarantelle’</i>	
Vocabulary: sing, song, percussion, instrument, ‘steady beat’		Vocabulary: chant, rhythm, sound, body percussion, loud/quiet		Vocabulary: high, low	
Preschool learning intentions: <i>Listen with increased attention to sounds.</i> <i>Respond to what they have heard, expressing their thoughts and feelings.</i> <i>Remember and sing entire songs.</i> <i>Sing the pitch of a tone sung by another person (‘pitch match’).</i> <i>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i>	Rainbow learning intentions: <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i> <i>Watch and talk about dance and performance art, expressing their feelings and responses</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <i>Explore and engage in music making and dance, performing solo or in groups</i>	Preschool learning intentions: <i>Listen with increased attention to sounds.</i> <i>Respond to what they have heard, expressing their thoughts and feelings.</i> <i>Remember and sing entire songs.</i> <i>Sing the pitch of a tone sung by another person (‘pitch match’).</i> <i>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i> Create their own songs or improvise a song around one they know.	Rainbow learning intentions: <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i> <i>Watch and talk about dance and performance art, expressing their feelings and responses</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i> <i>Explore and engage in music making and dance, performing solo or in groups</i>	Preschool learning intentions: Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas	Rainbow learning intentions: <i>ELG: Sing a range of well-known nursery rhymes and songs.</i> <i>ELG: Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</i>