

Princetown Primary EYFS Curriculum

Statutory Requirements Early Years Foundation Stage revised framework 2021

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Overarching principles

Four guiding principles should shape practice in early years settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The EYFS curriculum is divided into seven areas of learning. There are three prime areas and four specific. The three prime areas are detailed below.

Princetown Community Primary Aims to:

Offer an EYFS Curriculum that has been designed to reflect the nature of our school environment, our local community, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to other places, cultures and nature in other parts of the country and world. Where possible topic themes are introduced through stories, which lend themselves to various EYFS curriculum areas/outcomes. Each learning focus does not last a specific amount of time but is based on the children's learning and interest. All of the overarching themes have resources and activities ready to use in the continuous enhanced provision. Using books in this way teaches children that books and reading form the basis of all learning and help them develop an appreciation for books and a desire to read for pleasure.

Our ambitious Early Years curriculum aims to teach and support all children in gaining skills and knowledge to achieve the seventeen Early Learning Goals as set out in the Revised Framework. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving, and independent learning. Some skills need to be taught discretely, so will be teacher led, but the majority of activities will be taught through play based activities. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.

Diversity: we have carefully planned our curriculum to include diversity (gender, disability, BAME – Black, Asian and Minority Ethnic) to ensure it is a diverse and inclusive curriculum.

Prime Areas

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>Assess children for NELI Nuffield Early language Intervention programme</p> <p>SENDco assess children using language link.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>NELI programme and language interventions.</p> <p>Use topic word mats created using Wigid.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Use topic word mats created using Wigid.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Retell stories once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Use topic word mats created using Wigid.</p>

Speech and language interventions commenced.		familiarity with new knowledge and vocabulary. NELI programme and language interventions.		Use topic word mats created using Wigid.	
Introduce topic word mats created using Wigid.		Use topic word mats created using Wigid.			

Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others’ needs.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
See themselves as a valuable individual. <i>Welcome to school</i>	Build constructive and respectful relationships. <i>People who care for us</i>	Express their feelings and consider the feelings of others. <i>Friendships</i>	Show resilience and perseverance in the face of challenge. <i>Our Health</i>	Identify and moderate their own feelings socially and emotionally.	Think about the perspectives of others. Manage their own needs.

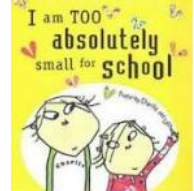
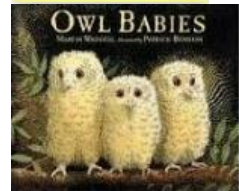
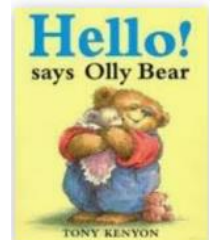
Emergencies and getting help

Year B

Respecting Uniqueness
Our Communities

PSED Texts for Discussion

Theme New Beginnings

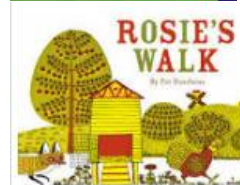
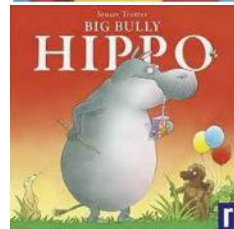
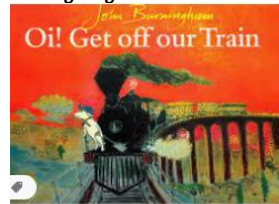


Rights, responsibilities and respect
Black lives matter

Everyday Safety Basic
First Aid

PSED Texts for Discussion

Theme Say no to Bullying

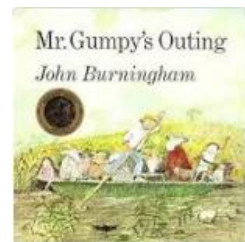
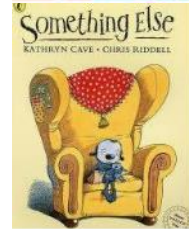
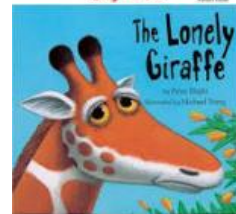
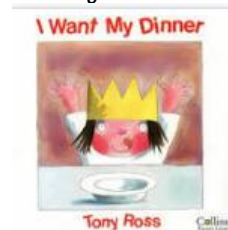


NSPCC pants campaign

Learning about work

PSED Texts for Discussion

Theme Getting on and Falling out

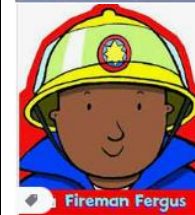
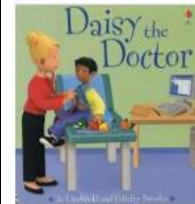
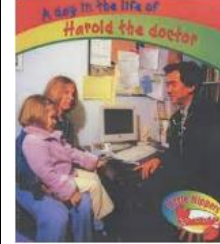
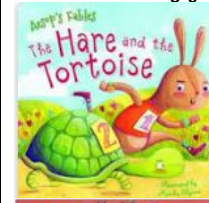


Healthy food choices

Jesse and Friends
Sharing Pictures 2

PSED Texts for Discussion

Theme Going for Goals

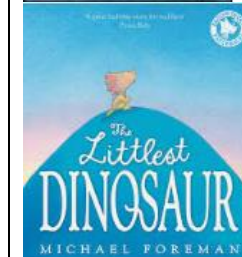
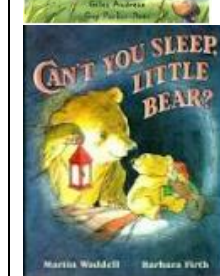
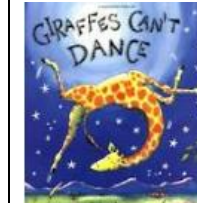


We all have feelings
Good and not so good feelings

Jesse and Friends
Playing Games 2

PSED Texts for Discussion

Theme Good to be me

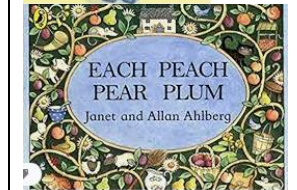
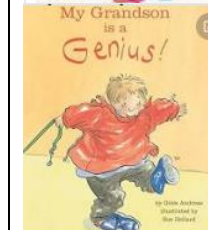
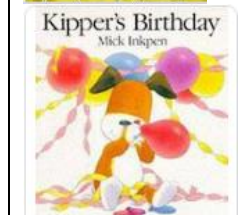
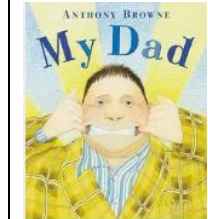


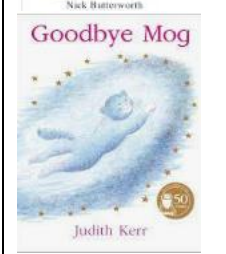
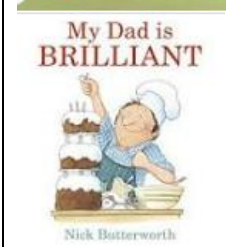
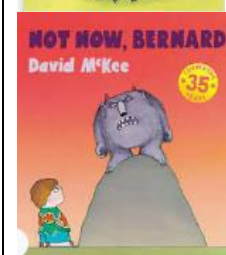
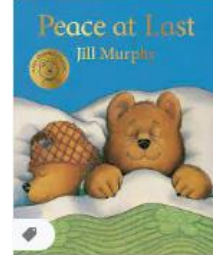
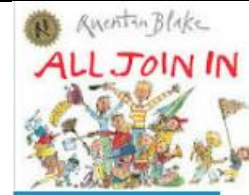
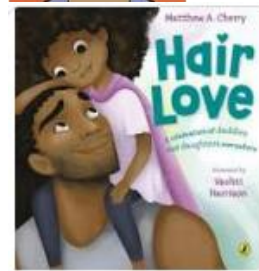
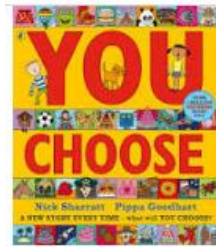
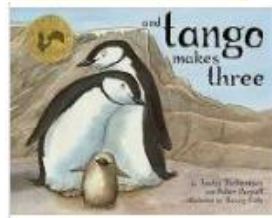
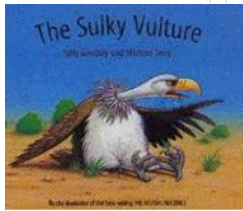
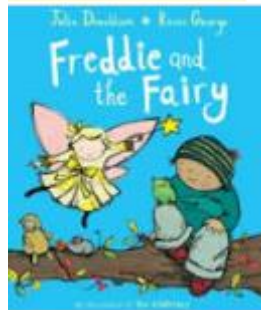
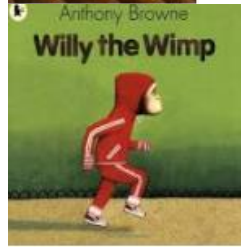
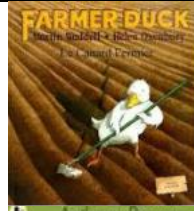
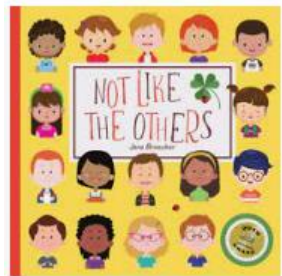
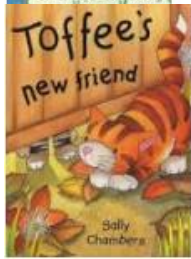
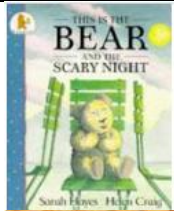
Jessie and friends 1
watching videos

Keeping our Teeth Clean

PSED Texts for Discussion

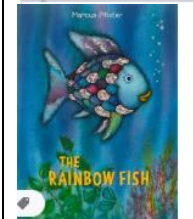
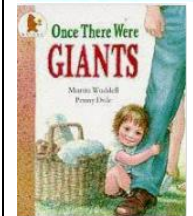
Theme Relationships





Theme Changes





Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

ELG: Gross Motor Skills







Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene 	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and wellbeing:</p> <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
<p>Jasmine Real PE Unit 1</p> 	<p>Jasmine Real PE Unit 2</p> 	<p>Jasmine Real PE Unit 3</p> 	<p>Jasmine Real PE Unit 4</p> 	<p>Jasmine Real PE Unit 5</p> 	<p>Jasmine Real PE Unit 6</p> 

Specific Areas

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading







Children at the expected level of development will:

- 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.

ELG: Writing

Children at the expected level of development will:

- 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.

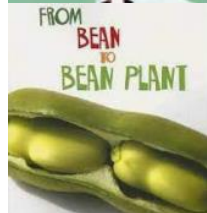
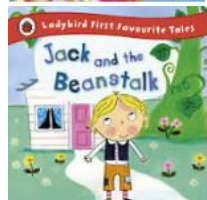
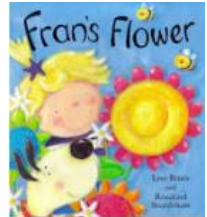
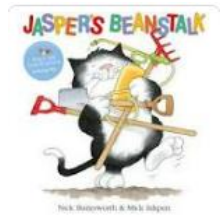
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Topic Growing linked to KS1 Science</p> <p>Read individual letters by saying the sounds for them.</p>	 <p>Topic Seasons linked to KS1 Geography</p> <p>Blend sounds into words, so that they can read short words made</p>	 <p>Topic Hot and Cold Places linked to KS1 Geography</p> <p>Read some letter groups that each represent one</p>	 <p>Topic To Infinity and Beyond linked to KS1 history explorers</p> <p>Read simple phrases and sentences made up of words with known</p>	 <p>Topic Minibeasts linked to KS1 Science habitats.</p> <p>Re-read these books to build up their confidence in word reading, their fluency</p>	 <p>Topic Materials linked to KS1 Science</p> <p>Re-read these books to build up their confidence in word reading, their fluency</p>

NELI – Complete assessments and identify children.

Book Talk linked to key texts.

Writing letters from their own name.

Write the letters they are learning in their daily RWI session.

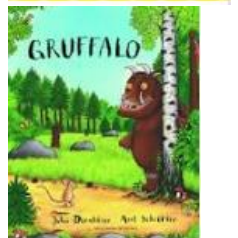
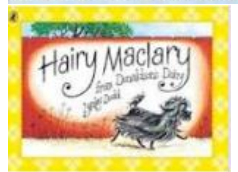
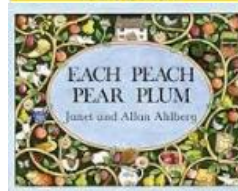
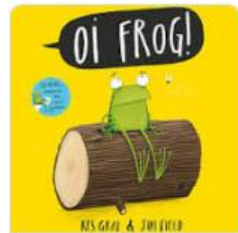


up of known letter-sound correspondences.

NELI for targeted children.

Book Talk linked to key texts.

Write their name and CVC words.



sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

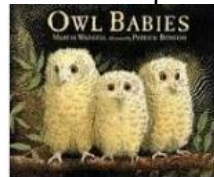
NELI for targeted children.

Book Talk linked to key texts.

Working on writing a range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phonemes.

Spell some of the common exception words eg the, I and me

Form letters correctly
Contrasting bird habitats linked to hot and cold topic



letter-sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

NELI for targeted children.

Book Talk linked to key texts.

Working on writing a range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phonemes.

Spell some of the common exception words eg the, I and me

Form letters correctly
Write labels, lists and captions.

and their understanding and enjoyment.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

NELI for targeted children.

Book Talk linked to key texts.

Working on blending adjacent consonants in words and apply this in writing.

Write each letter correctly.

Spell some of the common exception words eg the, I and me

Form letters correctly
Write labels, lists and captions.

Write simple sentences.

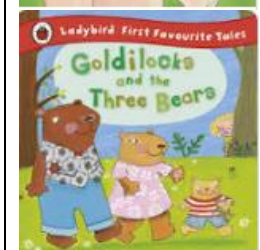
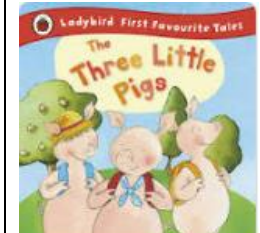
and their understanding and enjoyment.

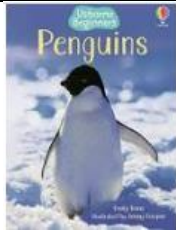
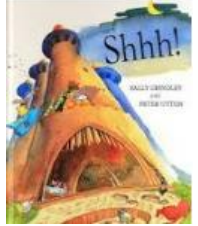
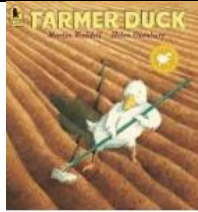
Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
Re-read what they have written to check that it makes sense.

NELI for targeted children.

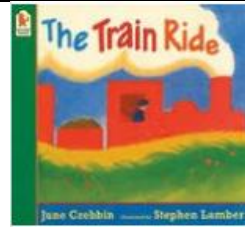
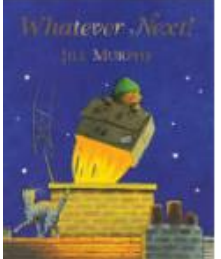
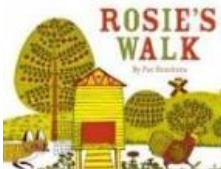
Book Talk linked to key texts.

Write each letter correctly.
Traditional stories linked to materials topic

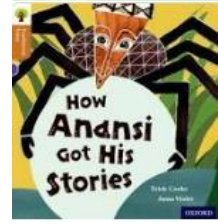
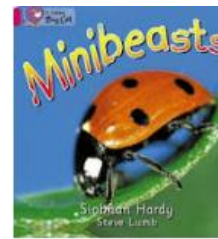
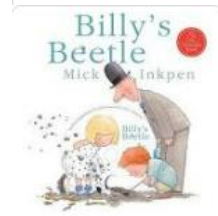
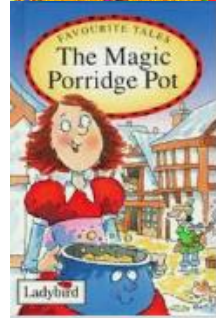
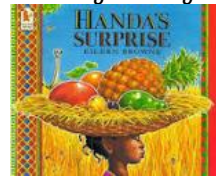




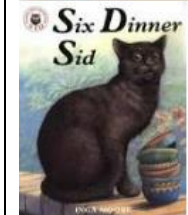
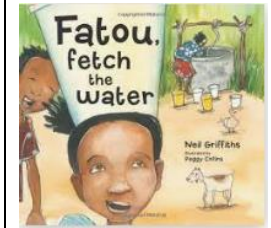
Journey stories



Food Linked to KS1 healthy eating



Mapping of story settings linked to KS1
Where is Dartmoor topic



Phonics

Expected Progress	Reading Stage and Focus Sounds	Expected Level
End of Autumn		
Focus Group Expected Speedy	Set 1 sounds and word time 1 2 3 Set 1 sounds and word time 1 2 3 4 5 Set 1 word time 6 7 and ditties/red or green books	Below or emerging on to expected levels Expected levels Exceeding or above expected levels
End of Spring		

Focus Group Expected Speedy	Set 1 sounds and word time 1 2 3 4 5 Set 1 word time 6 7 and ditties/red or green books Set 2 green/purple books	Below or emerging on to expected levels Expected levels Exceeding or above expected levels
End of Summer		
Focus Group Expected Speedy	Set 1 word time 6 7 and ditties/red or green books Set 2 green/purple books Set 2 pink/orange books	Below or emerging on to expected levels Expected levels Exceeding or above expected levels

Expectations of Progress

Reception	A	B	C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey
Autumn												
Spring												
Summer												
Year 1												
Autumn												
Spring												
Summer												

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

ELG: Number

Children at the expected level of development will:













- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Count objects, actions and sounds. Subitise. Matching. Sorting & Comparing Numbers 1, 2, 3, 4, 5, 0</p> <p>Mastering Number</p>  <p>Teaching slides 1-5 Cardinality and ordinality Composition of 3 and 4 Subitising comparison</p>  <p>Getting to Know You! Just like me!</p>	<p>Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Numbers 1, 2, 3, 4, 5, 0 Number bonds recall Shape Early doubling</p> <p>Mastering Number</p>  <p>Teaching slides 6-10 Counting ordinality and cardinality Comparison Composition 2, 3 and 4</p>  <p>Its Me 1, 2, 3! Light and Dark</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Numbers 6,7,8,9,10 Place value Addition / Subtraction Subitising Shape</p> <p>Mastering Number</p>  <p>Teaching slides 11-15 Subitising Counting ordinality and cardinality Composition to 5, 6 and 7</p>  <p>Alive in 5! Growing 6, 7, 8</p>	<p>Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Teen Numbers Place value Addition Subtraction</p> <p>Mastering Number</p>  <p>Teaching slides 16-20 Counting ordinality and cardinality Comparison Composition to 5, 6, 7 and 8 Subitising</p>  <p>Building 9 and 10</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. Continue, copy and create repeating patterns. Number patterns Addition/Subtraction Money, time, shape Halving, doubling, sharing</p> <p>Mastering Number</p>  <p>Teaching slides 21-25 Counting ordinality and cardinality Comparison Composition to 5, 6, 7, 8, 9 and 10 Subitising</p>  <p>To 20 and Beyond First, then, now</p>	<p>Compare length, weight and capacity. Place value Addition/Subtraction Money, time, shape Halving, doubling, sharing</p> <p>Mastering Number</p>  <p>Teaching slides 26-31 Comparison review and assess Counting review and assess Number patterns review and assess Recall review and assess Understanding review and assess Rekenrek - subitising</p>  <p>Find my pattern On the move</p>
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Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.



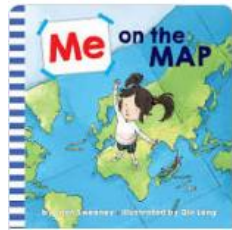
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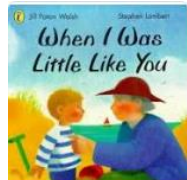
People, culture and communities



Science

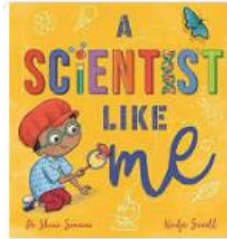


Geography



History

People, culture and communities



Science



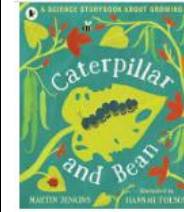
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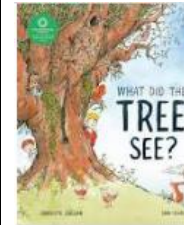
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History



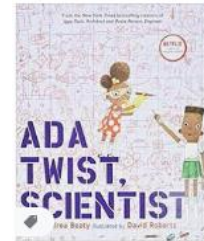
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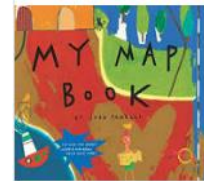
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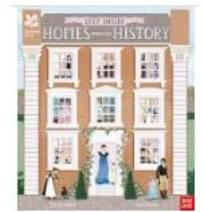
People, culture and communities



Science



Geography



History

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The

frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG: Creating with Materials

Children at the expected level of development will:

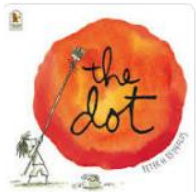
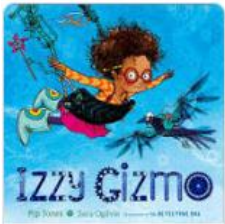


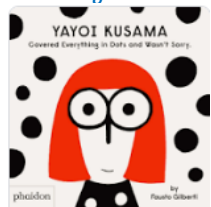

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Develop storylines in their pretend play. Create collaboratively, sharing ideas, resources and skills.</p> <p><i>Drawing and painting with KS1</i></p> 	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><i>3D form and DT food with KS1</i></p> 	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p><i>Paper and fabric collage with KS1</i></p> 	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><i>DT design and make project with KS1</i></p> 	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><i>Printing with KS1</i></p> 	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p><i>Drawing and painting and digital photographs with KS1</i></p> 

RE

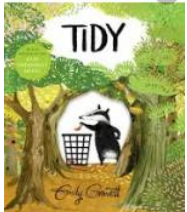

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Devon Agreed Syllabus F1 Why is the word God special to Christians?	Devon Agreed Syllabus F2 Why is Christmas special to Christians?	Devon Agreed Syllabus F4 Where do we belong?	Devon Agreed Syllabus F3 Why is Easter special to Christians?	Devon Agreed Syllabus F5 Which places are special and why?	Devon Agreed Syllabus F6 Which stories are special and why?

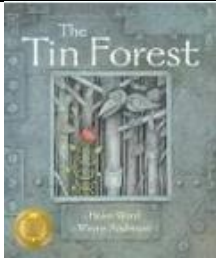
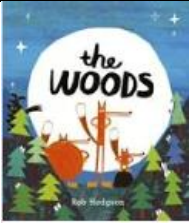





**Music
Year A**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Singing</p> <ul style="list-style-type: none"> • Sing for Pleasure: Boom Chicka Boom • Voices Foundation: Have you Brought your Whispering Voice? • Little Sally Saucer • Trad. Star Light, Star Bright, First Star I See Tonight <p>Listening</p> <p>Western Classical Tradition – Rondo alla Turca – Mozart Night Ferry Anna Clyne 21st Century</p>	<p>Singing</p> <ul style="list-style-type: none"> • Voices Foundation: Hello, How are You • Bance: Copy Kitten • Trad. Hey, Hey, Look at Me • Trad. Rain, Rain Go Away <p>Composing • Improve simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sounds in response to stimuli, others, taking turns.</p> <p>Instrument focus: Handbells</p>	<p>Singing</p> <ul style="list-style-type: none"> • Voicelinks: I'm a Train • Bounce High, Bounce Low • Trad. Acka Backa • Voicelinks: The King is in the Castle <p>Listening</p> <p>Western Classical Tradition and Film Mars from The Planets Holst 20th Century Bolero Ravel 20th Century</p>	<p>Singing</p> <ul style="list-style-type: none"> • Singing Sherlock: Dr Knickerbocker • Dragon Dance • Young Voiceworks: Ebenezer Sneezzer • Trad. Oats and Beans and Barley Grow <p>Musicianship</p> <p>Musicianship Pulse/Beat • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Use body percussion, (classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns. • Respond to the pulse in recorded/live music through movement and dance,</p> <p>Instrument focus: Glockenspiel</p>	<p>Singing</p> <ul style="list-style-type: none"> Trad. Bangladesh: Mo matchi (Song of the Bees) • Singing Sherlock 1: Teddy Bear Rock n Roll • Trad. Oliver Cromwell <p>Listening</p> <p>Popular Music</p> <p>Art Pop – Wild Man – Kate Bush Blues – Runaway Blues – Ma Rainey</p>	<p>Singing</p> <ul style="list-style-type: none"> • Trad. Ghana: Kye Kye Kule • Trad. England: An Acre of Land • Trad. Lovely Joan • Trad. Searching for Lambs <p>Musicianship</p> <p>Rhythm • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips);</p> <p>Pitch • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs the difference in sound. • Explore percussion sounds</p> <p>Instrument focus: Ocarinas</p>
Year B					
<p>Singing</p> <ul style="list-style-type: none"> • Sing for Pleasure: Boom Chicka Boom • Voices Foundation: Have you Brought your Whispering Voice? • Voicelinks: Fireworks <p>Listening</p>	<p>Singing</p> <ul style="list-style-type: none"> • Voices Foundation: Hello, How are You • Bance: Copy Kitten • Trad. Bangladesh: Charti Kula beng (Four Fat Frogs) 	<p>Singing</p> <ul style="list-style-type: none"> • Voicelinks: I'm a Train • Bounce High, Bounce Low • Trad. America: Built My Lady a Fine Brick House 	<p>Singing</p> <ul style="list-style-type: none"> • Singing Sherlock: Dr Knickerbocker • Dragon Dance • Sing Up: Paintbox <p>Musicianship</p> <p>Rhythm • Play copycat rhythms, copying a</p>	<p>Singing</p> <ul style="list-style-type: none"> • Trad. Bangladesh: Mo matchi (Song of the Bees) • Trad. Australia: I Got Kicked by a Kangaroo <p>Listening</p> <p>Musical Traditions</p>	<p>Singing</p> <ul style="list-style-type: none"> • Trad. Ghana: Kye Kye Kule • Trad. England: An Acre of Land • Trad. Bangladesh: Hatti – ma tim tim (An Imaginary Bird) <p>Musicianship</p>

<p>Popular Music Pop - with a little help from my friends - The Beatles Rock N Roll - Hound Dog - Elvis Presley</p>	<p>Composing • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Instrument focus: Handbells</p>	<p>Musicianship Pulse/Beat • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping. • Walk in time to the beat of a piece of music or song.</p>	<p>leader, and invent rhythms for others to copy on untuned percussion. • Create rhythms using word phrases as a starting point (e.g. Hel-lo Simon or Can you come and play?). • Read and respond to chanted rhythm patterns, and represent them Instrument focus: Glockenspiel</p>	<p>Brazil Samba Fanfarra (Cabua-Le-Le) Sérgio Mendes/Carlinhos Brown Indonesia – Gamelan – Baris – Gong Kebyar of Peliatan Composing •Improvise simple vocal chants, using question and answer phrases. •Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments</p>	<p>Pitch • Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. • Sing short phrases independently within a singing game or short song. Instrument focus: Ocarinas</p>
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Forest School

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Wild Passport Activities Brown Tab 1.1 Learner can safely peel a stick with a potato peeler. 1.2 Learner can safely use a saw.</p> 	<p>Wild Passport Activities Blue Tab 1.1 Learner can identify a silver birch tree. 1.2 Learner can identify a holly tree. 1.3 Learner can identify 3 differences between the seasons.</p>	<p>Wild Passport Activities Blue Tab 1.4 Learner can find 5 different minibeasts. 2.1 learner can identify a rowan tree. 2.2 Learner can identify a sycamore tree.</p>	<p>None - Swimming</p>	<p>Games, stories and rhymes.</p> 	<p>Wild Passport Activities Green Tab 1.1 Learner can construct a birds nest. 1.2 Learner can build a mini shelter. 1.3 Learner can build a den.</p>

	 	 			 <p>Wild</p> 
Possible Enrichment Activities					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Linked with KS1 Harvest Festival at Tor Royal Farm</p>	<p>Linked with KS1 Christmas Production at Tor Royal Farm Theatre or cinema trip</p>	<p>Linked with KS1 Spring at Tor Royal Farm chicks and lambs</p>	<p>Linked with KS1 Visit Smeaton's Tower as part of KS1 English sequence on The Lighthouse Keeper books.</p>	<p>Linked with KS1 Habitats theme: Paignton Zoo or Plymouth National Marine Aquarium</p>	<p>Linked with KS1 Beach Trip Our Local area walk to visit the landmarks. Arts Days</p>