



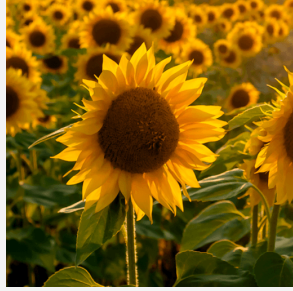





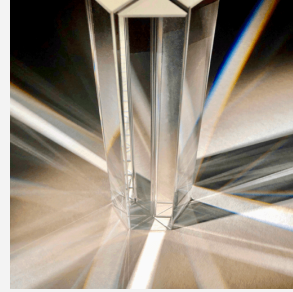



Little Acorns 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Topic	Me and My Community 	Once Upon a Time 	Starry Night 	Ready Steady Grow 	Sunshine and Sunflowers 	Big Wide World 
Topic Overview	<p>This project supports children with settling into the routines of school. It teaches children how they are unique and special, about the importance of family and friends, and people who help us.</p>	<p>This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales.</p>	<p>This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night's sleep, about the sky at night and nocturnal animals.</p>	<p>This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and what constitutes a healthy lifestyle.</p>	<p>This seasonal project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun.</p>	<p>This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.</p>
Companion Topic	Exploring Autumn 	Sparkle and Shine 	Winter Wonderland 	Puddles and Rainbows 	Shadows and Reflections 	Splash! 
Topic Overview	<p>This project teaches children about the natural changes that happen during the season of autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for winter.</p>	<p>This project teaches children about the celebrations that take place during the autumn and winter seasons, and focuses on the significance and symbolism of light at this time of year.</p>	<p>This project teaches children about the changes that happen during winter, including the types of weather associated with winter. It also explores places that have snow all year round and the types of animals that live there.</p>	<p>This project teaches children about the weather that happens during spring and allows them to explore natural phenomena, including rainbows. It supports them to explore colour in the natural world.</p>	<p>This project teaches children about natural phenomena, including shadows, reflections and echoes. They explore how shadows are formed and how they can change.</p>	<p>This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.</p>

<div>Educational Programme for</div> <div>Communication and Language</div>	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.					
<div>In Nursery, children develop the following physical, linguistic, cognitive and social and emotional aspects of oracy (the ability to articulate ideas, develop understanding and engage with others through spoken language) across the curriculum areas.</div> <div>Physical: to speak so that others can hear, to look at who they are talking to, to show others what they are talking about.</div> <div>Linguistic: to link thoughts together using and or because, to use vocabulary based on things that are important to them, to show an understanding of who, what, where, when and when and where questions, to use a range of tenses.</div> <div>Cognitive: to retell a simple event in the correct order, to use talk to pretend, predict and recall.</div> <div>Social and emotional: to take turns talking with one other person, to listen to what is being said, to use talk to share ideas with friends.</div>						
<div>In Reception, children develop the following physical, linguistic, cognitive and social and emotional aspects of oracy (the ability to articulate ideas, develop understanding and engage with others through spoken language) across the curriculum areas.</div> <div>Physical: to speak clearly at an appropriate volume, to look at who is talking and who is being spoken to whilst sitting or standing still, to begin to use gesture to support delivery of talk.</div> <div>Linguistic: to express themselves in fully formed sentences, to use specific vocabulary, to respond to what they hear with relevant comments, questions or actions, to begin to use past, present and future forms accurately, to use joining conjunctions (and, because, so, when, if, or, but) for longer sentences.</div> <div>Cognitive: to give answers that match what has been asked, to retell stories and experiences, to ask simple questions of peers.</div> <div>Social and emotional: to understand the concept of turn taking when talking, to listen and respond appropriately to simple questions, to begin to build friendships through talk, to use language to express needs and feelings.</div>						
Communication and Language Focus	<div>Nursery</div> <div>Speaking and listening activities</div> <div>Developing vocabulary</div> <div>Nursery rhymes</div> <div>Stories and discussion</div> <div>Pretend play</div> <div>Reception</div> <div>Speaking and listening activities</div> <div>Explicit teaching and retrieval of new vocabulary</div> <div>Class and group discussion and partner work</div> <div>Answering and asking questions</div> <div>Retelling stories and experiences</div> <div>Poetry Basket: A basket of Apples</div>	<div>Nursery</div> <div>Speaking and listening activities</div> <div>Developing vocabulary</div> <div>Nursery rhymes</div> <div>Stories and discussion</div> <div>Pretend play</div> <div>Reception</div> <div>Speaking and listening activities</div> <div>Explicit teaching and retrieval of new vocabulary</div> <div>Class and group discussion and partner work</div> <div>Answering and asking questions</div> <div>Retelling stories and experiences</div> <div>Nativity play lines and songs</div>	<div>Nursery</div> <div>Speaking and listening activities</div> <div>Developing vocabulary</div> <div>Nursery rhymes</div> <div>Stories and discussion</div> <div>Pretend play</div> <div>Rhyme Challenge</div> <div>Nursery 1 <i>(Five rhymes for the children to learn by heart)</i></div> <div>Nursery 2 <i>(Ten rhymes for the children to learn by heart)</i></div> <div>Reception</div> <div>Speaking and listening activities</div> <div>Explicit teaching and retrieval of new vocabulary</div> <div>Class and group discussion and partner work</div> <div>Answering and asking</div>	<div>Nursery</div> <div>Speaking and listening activities</div> <div>Developing vocabulary</div> <div>Nursery rhymes</div> <div>Stories and discussion</div> <div>Pretend play</div> <div>Rhyme Challenge</div> <div>Poetry basket: Mrs Bluebird</div> <div>Reception</div> <div>Speaking and listening activities</div> <div>Explicit teaching and retrieval of new vocabulary</div> <div>Class and group discussion and partner work</div> <div>Answering and asking questions</div> <div>Retelling stories and experiences</div>	<div>Nursery</div> <div>Speaking and listening activities</div> <div>Developing vocabulary</div> <div>Nursery rhymes</div> <div>Stories and discussion</div> <div>Pretend play</div> <div>Rhyme Challenge</div> <div>Reception</div> <div>Speaking and listening activities</div> <div>Explicit teaching and retrieval of new vocabulary</div> <div>Class and group discussion and partner work</div> <div>Answering and asking questions</div> <div>Retelling stories and experiences</div> <div>Rhyme Challenge</div>	<div>Nursery</div> <div>Speaking and listening activities</div> <div>Developing vocabulary</div> <div>Nursery rhymes</div> <div>Stories and discussion</div> <div>Pretend play</div> <div>Rhyme Challenge</div> <div>Reception</div> <div>Speaking and listening activities</div> <div>Explicit teaching and retrieval of new vocabulary</div> <div>Class and group discussion and partner work</div> <div>Answering and asking questions</div> <div>Retelling stories and experiences</div> <div>Rhyme Challenge</div>

			<p>questions Retelling stories and experiences</p> <p>Rhyme Challenge <i>(Ten more rhymes for the children to learn by heart)</i></p>	<p>Rhyme Challenge</p> <p>Poetry Basket: A Little Seed</p>	<p>Poetry Basket: Under a Stone Five Little Peas</p>	<p>Poetry Basket: A Little Shell</p> <p>Transition: Getting to know their new teacher and teaching assistant, speaking confidently about themselves and meeting new children.</p>
<p>Communication and Language Focus</p> <p>Main Topic</p>	<p>Children talk about activities that they like to do at school. They learn each other's names and talk about their friends. Children introduce themselves to members of our school community and ask questions to find out what they do and how they help us. Using photographs from home, children talk about themselves, their families, friends and pets, their hobbies, favourite places and favourite foods. Children explore similarities and differences between themselves and their friends, using language to compare eye colour, hair colour, height and age. Children develop their vocabulary to describe different scents and talk about what they like and dislike. . Children find out about people who help us in the wider community, listening carefully to information and asking questions to find out more.</p>	<p>Children join in with the repeated refrains of familiar stories. They retell stories through small world play, puppets and role play. Children talk about the different characters in a story. Children develop their questioning skills through a game of Who's Who? Children use pictures to tell stories to others. Children develop their vocabulary when describing everyday materials and natural resources. Children share their ideas of who might live here, they listen to the ideas of others and build upon these. Children use talking buttons to record messages.</p>	<p>Children talk about how familiar locations are the same and different during the day and at night. Children make observations of the night sky and ask questions to find out more. Children talk about their bedtime routines and favourite bedtime stories. Children develop their vocabulary when finding out about nocturnal and diurnal animals. Children listen carefully to play games that require them to follow verbal instructions. Children are supported to develop their vocabulary as they use small world and role play resources.</p>	<p>Children talk about their experiences of food shopping. They talk about foods they like and dislike, using their senses to describe the look, feel, taste and smell. Children talk about what happens on a farm using photographs, small world characters and real life experiences to support their explanations. They ask questions to find out more. Children develop their vocabulary naming and describing fruits and vegetables and learning the names of farm animals and their babies. Children use role play cafes and shops, taking on different roles.</p>	<p>Children talk about activities they enjoy outside. Children explore rhyming words, predicting rhymes and noticing when a pair or string of words rhyme. Children name the body parts of different insects, such as butterflies, and explain the stages in their lifecycle. Children talk about flowers, naming the parts of a plant and using their senses to describe them. Children listen to seasonal poems and learn poems to recite. Children use role play florists and mud kitchen barbeques, taking on different roles. They are supported to develop their language through seasonal small world play.</p>	<p>Children talk about their holidays and journeys that they have been on. They name items they would pack in a case and explain why they would be useful. Children listen to fiction, nonfiction and poetry to learn about other countries and cultures. They share their own experiences and ask questions to find out more. Through small world play, they learn and talk about different habitats. They compare the similarities and differences between places around the world. Children use positional language to describe a route.</p>

Main Topic Key Texts	A Kissing Hand Once there were Giants Lost & Found People Who Help Us	Goldilocks Little Red Riding Hood The Three Billy Goats Gruff The Three Little Pigs Cinderella	Whatever Next! Peace at Last Owl Babies How to Catch a Star	The Gigantic Turnip Jack and the Beanstalk Oliver's Vegetables Rosie's Walk The Little Red Hen	Shark in the Park! Errol's Garden My Butterfly Bouquet Jump and Shout!	Penguin on Holiday Our World: A First Book of Geography All Are Welcome Under the Same Sky Clean Up!
Communication and Language Focus Companion Topic	Children develop vocabulary as they describe the look, feel and smell of autumnal resources. Children develop storylines in their pretend play using language related to shopping in a seasonal fruit and vegetable stall. Children are encouraged to tell their own stories.	Using pictures from home, children talk about celebrating special events in their lives. They discuss their own experiences of celebrations and ask questions to find out more about how other people celebrate significant events. Children make comparisons between their own lives and those of others.	Children listen carefully to information from nonfiction books and ask questions to find out more. Children talk about their learning and activities they have enjoyed. Children talk about differences in texture as they learn about changing states.	Children talk about their favourite colours and what they like to wear as they explore a range of dressing up outfits. Children talk about different colours as they engage in paint mixing and bubble play. They develop their knowledge of colour names, including some tints and shades.	Children talk about their reflections and how their reflections change when they dress up in funny clothes and look in distorted mirrors. Children talk about what a reflection is as they look for reflections in different surfaces. Children talk about shadows and how they are made and changed. They learn the vocabulary transparent, translucent and opaque.	Children talk about their experiences of visiting a beach and develop their vocabulary through a beach themed role-play area and under the water small world scenes. They name and describe sea creatures and talk about the properties of water in different states. They predict and explain why some items float and others sink.
Companion Topic Key Texts	Leaf Man Pumpkin Soup	Diwali The Jolly Christmas Postman	Gruffalo's Child	The Colour Monster	Through the Magic Mirror	Commotion in the Ocean Water
Story time	<i>These are just some of the many fiction, non-fiction, poetry and rhymes that will be covered each term. Others will be guided by the children's interests, carefully selected books displayed in our book corner each half term, books loaned to us by the Warwickshire Library service and any other exciting and interesting texts we discover along the way! Story times feature regularly throughout our day and each week we hold a 'library' session, where children spend time looking at the books and sharing stories with each other and the adults in our setting, before selecting a book to take home to share with their family.</i>					
	Old Bear stories Alfie stories Topsy and Tim Five Minutes Peace My Mum My Superhero Dad I'm Too Absolutely Small for School Lucy and Tom Starting School Have you filled a bucket today? People Who Help Us non-fiction texts How Many Seeds in a Pumpkin? The Very Helpful Hedgehog	Hansel and Gretel The Enormous Turnip The Elves and the Shoemaker The Little Red Hen The Three Little Wolves and the Big Bad Pig Each Peach Pear Plum The Gingerbread Man Mr Wolf's Pancakes The Princess and the Pea Sleeping Beauty Beauty and the Beast Rapunzel Snow White and the Seven Dwarfs Aladdin	Night Monkey, Day Monkey The Way Back Home Bedtime for Monsters Can't you Sleep Little Bear? See Inside Space Space Look Up! The Dark Bedtime stories Non-fiction texts about Space Hoot Kipper's Snowy Day Penguins One Snowy Night Snow Bear	Pass the Jam, Jim Oliver's Fruit Salad Too Many Carrots Planting a Rainbow I will not ever never eat a tomato Green Eggs and Ham Daisy: Eat Your Peas Jasper's Beanstalk Usborne Farmyard Tales Farmyard Hullabaloo The Cow That Laid an Egg Farmer Duck Muddle Farm The Pig in the Pond Non-fiction texts	The Tiny Seed The Very Hungry Caterpillar When the Bees Buzzed Off! Katie and the Sunflowers How does a Butterfly Grow? Pop-Up Garden Poems about Seasons Summer is Here My First Book of Garden Bugs Sun I can Grow a Sunflower The Secret Sky Garden Life cycle non-fiction	This is Our World Mama Panya's Pancakes Look Inside: Our World Welcome to Our World My Village We're Going on a Lion Hunt Handa's Surprise Handa's Noisy Night The Snail and the Whale Clem and Crab Somebody Swallowed Stanley Mrs Armitage stories Mr Gumpy stories Don't Spill the Milk

	Autumn non-fiction texts Stickman Ferdie and the Falling Leaves Percy the Park Keeper stories	The Gruffalo The Night Before Christmas Grace at Christmas Busy Nativity The Nativity Christmas stories	Winter Non-fiction books about winter	about farming and farm animals Elmer stories Non-fiction books about weather Easter story	texts Shadows and Reflections Kipper's Monster Princess Mirror-Belle My Shadow	The Crocodile Who Didn't Like Water Non-fiction texts about the ocean
Educational Programme for 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.					
Our Positive Behaviours, Relationships and Wellbeing policy underpins the whole ethos of our school and is fundamental to the children's personal, social and emotional development. It informs every interaction that takes place and helps us to achieve our mission of learning, growing and succeeding together, and ensuring that from our Little Acorns, mighty oaks can grow. Our 3Bs (Be ready, Be respectful and Always do my Best and school values (compassion, curiosity and courage) form the basis of all relationships within our school community and behaviours for learning. Following our behaviour blueprint, positive behaviour is exemplified and rewarded.						
Personal, Social and Emotional Development Focus	Introduce: 3Bs and values Focus value: Compassion Behaviour blueprint Mood Meter STOP (Several Times On Purpose, Start Telling Other People) No Outsiders: You Choose OSBOX online safety activities 1, 2 and 3	3Bs Focus value: Compassion Behaviour blueprint Mood Meter STOP No Outsiders: Red Rockets and Rainbow Jelly OSBOX online safety activities 4 and 5 plus Smartie the Penguin Protective Behaviours 4 lessons (Reception only) Anti-bullying Week Revisit STOP (Several Times On Purpose, Start Telling Other People) Firework safety Road Safety talk	3Bs Focus value: curiosity Behaviour blueprint Mood Meter STOP No Outsiders: Blue Chameleon OSBOX online safety activities 7, 8 and 9 plus Digiduck Online Safety Week	3Bs Focus value: curiosity Behaviour blueprint Mood Meter STOP No Outsiders: The Family Book OSBOX online safety activity 10 Dental Nurse visit	3Bs Focus value: courage Behaviour blueprint Mood Meter STOP No Outsiders: Mommy Mama and Me OSBOX online safety activity 11	3Bs Focus value: courage Behaviour blueprint Mood Meter STOP OSBOX online safety Recap Relationships and Sex Education 3 lessons (Reception only) Transition
PSED Focus Main Topic	Children learn to see themselves as individuals and talk about themselves in positive terms. They explore rules and are supported to work	Children build on skills learned in Me and My Community and play games that encourage sharing and taking turns. They develop their understanding of	Children continue to learn about the importance of good oral hygiene and the importance of sleep.	Children learn to look after their personal needs as they explore the importance of a healthy diet and regular exercise.	Children further develop their knowledge of basic hygiene needs and learn about the importance of sun safety.	Children are supported to explore similarities and differences between people and cultures worldwide, building on learning about celebrations.

	collaboratively and cooperatively. Children learn about their emotions and are encouraged to try new activities and manage their personal hygiene needs. They identify trusted adults and are supported to create positive relationships with adults and peers.	emotions, exploring why story characters act the way they do and how they might be feeling.				
PSED Focus Companion Topic	Keeping safe in the dark.	Children explore the theme of celebration and consider the similarities and differences between cultural and religious communities.	Suitable clothing, wrapping up warm. Putting on coats, hats, gloves and scarves. Managing fastenings.	Children build on their knowledge of emotions as they select vocabulary and pictures to describe their own and others feelings and continue to explore the relationship between colours and emotions.	Children continue to build on their knowledge of emotions as they make faces to depict emotions.	Continue to develop their knowledge of looking after their hygiene as they explore the importance of handwashing.
Educational Programme for 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.					
Children’s gross and fine motor skills are developed continuously through our daily routines. These include hanging coats on pegs, changing shoes into pumps and wellies, removing and putting on jumpers, cardigans, coats, hats, scarves and gloves, managing zips and buttons, pouring drinks at snack time and using cutlery at lunchtime.						
Gross Motor	Teacher-led gross motor session each week Marathon kids sessions					
	Daily access to the outdoor area, including climbing frame and side, climbing cubes and tunnel, log stepping stones, mud hill, bikes and trikes, wooden hollow blocks, planks, tyres, crates, bricks, large chalkboard and whiteboard, mud kitchen for pouring, stirring, mixing, mashing and lifting, sand tray with wet or dry sand and a range of containers, spades, rakes, sieves and vehicles, water tray with pump and containers, pipes and guttering with stands, pipettes, funnels and tubing, pull along carts, sack truck, ride on tractors, pushchair, trolley, bats, balls, stilts, ropes, hoops, bean bags, Gonge stepping stones, large digging spades for mud hill, watering cans and brooms.					
	PE lessons delivered by Onside Coaching: Working with others	PE lessons delivered by Onside Coaching: Movement Development	PE lessons delivered by Onside Coaching: Fitness	PE lessons delivered by Onside Coaching: Throwing & Catching	PE lessons delivered by Onside Coaching: Ball Skills	PE lessons delivered by Onside Coaching: Fun and Games

Fine Motor	Daily teacher/TA led fine motor skills sessions					
	Daily access to fine motor resources indoors and outside, including playdough, plasticine, clay, brushes, sponges and printing resources, loose parts, tweezers, construction toys (Duplo, Lego, wooden bricks, Mobilo, Lasy, cogs and wheels, Big Builder, Waffle), pencils, crayons, felt tips, whiteboard pens, scissors, threading, puzzles, small world toys.					
	Nursery Fine motor activities and puzzles Dough Disco Clever Fingers fine motor programme Pencil control skills Scissor skills	Nursery Fine motor activities and puzzles Dough Disco Clever Fingers fine motor programme Pencil control skills Scissor skills	Nursery Fine motor activities and puzzles Dough Disco Clever Fingers fine motor programme Pencil control skills Scissor skills	Nursery Fine motor activities and puzzles Dough Disco Clever Fingers fine motor programme Pencil control skills Scissor skills	Nursery Fine motor activities and puzzles Dough Disco Clever Fingers fine motor programme Pencil control skills Scissor skills Introduce name writing activities (N2)	Nursery Fine motor activities and puzzles Dough Disco Clever Fingers fine motor programme Pencil control skills Scissor skills Name writing activities (N2)
	Reception Fine motor activities and puzzles Introduce name writing Pencil control skills Scissor skills Handwriting patterns taught Daily letter formation in phonics as sounds are taught and revised including joining digraphs	Reception Fine motor activities and puzzles Name writing Pencil control skills Scissor skills Lowercase letter formation taught Daily letter formation in phonics as sounds are taught and revised including joining digraphs	Reception Fine motor activities and puzzles Name writing Pencil control skills Scissor skills Lowercase letter formation revised Daily letter formation in phonics as sounds are taught and revised including joining digraphs	Reception Fine motor activities and puzzles Name writing Pencil control skills Scissor skills Lowercase letter formation revised and uppercase letter formation taught Daily letter formation in phonics as sounds are taught and revised including joining digraphs	Reception Fine motor activities and puzzles Name writing Pencil control skills Scissor skills Upper and lowercase letter formation revised and joining of digraphs practised Daily letter formation in phonics as sounds are taught and revised including joining digraphs	Reception Fine motor activities and puzzles Name writing Pencil control skills Scissor skills Upper and lowercase letter formation revised and joining of digraphs practised. (R) Daily letter formation in phonics as sounds are taught and revised including joining digraphs Sewing with a needle
Educational Programme for 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).					
Literacy Focus	Nursery Rhythm and rhyme Environmental sounds Language skills Understanding simple stories Recognising first name	Nursery Rhythm and rhyme Language skills Memory Understanding simple stories Recognising first name	Nursery Hearing and saying initial sounds Memory Understanding longer stories Recognising first name	Nursery Hearing and saying end sounds Memory Understanding longer stories Oral retelling of stories Recognising first name	Nursery Oral blending and segmenting Understanding longer stories Oral retelling of stories Sequencing a story Recognising first name Tracing first name	Nursery Oral blending and segmenting Understanding longer stories and making a prediction Oral retelling of stories Sequencing a story Wordless reading books (N2) Recognising first name

	Reception Jolly Phonics	Reception Jolly Phonics	Reception Jolly Phonics	Reception Jolly Phonics	Reception Jolly Phonics	Writing first name Reception Jolly Phonics
	<p>Step 1 Letter recognition: Group 1 - 3 sounds taught (s,a,t,i,p,n,c,k,e,h,r,m,d,g,o,u,l,f,b) through songs, actions and stories. Daily revision using flash cards, games and individual sound books (at school and home).</p> <p>Letter formation: Taught as sounds are introduced and revised daily.</p> <p>Blending: Oral blending, blending simple words with known letter sounds, blending words to read simple captions and sentences. Word Boxes 1-6 for blending practise at home.</p> <p>Identifying sounds in words: Hearing and saying sounds in words, oral segmenting, dictation of letter sounds, dictation of simple words.</p> <p>Reading books: Wordles books, Jolly Phonics Read and See Books, Jolly Phonics Little Word Books, aligned pink level books.</p>	<p>Step 1 Letter recognition: Group 4 - 7 taught (ai, j, oa, ie, ee, or, z, w, ng, v, oo/oo, y, x, ch, sh, th/th, qu, ou, oi, ue, er, ar) through songs, actions and stories. Daily revision of all sounds using flash cards, games and sound books.</p> <p>Letter formation: Taught as sounds are introduced and revised daily. Joining digraphs as they are taught.</p> <p>Blending: Oral blending, blending simple words with known letter sounds, blending words to read simple captions and sentences. Word Boxes 7-18 for blending practise at home.</p> <p>Identifying sounds in words: Hearing and saying sounds in words, oral segmenting, dictation of letter sounds, dictation of simple words.</p> <p>Tricky words: Words 1-12 taught for reading and spelling: I, the, he, she, we, me, be, was, to, do, all, are</p> <p>Reading books: Wordles books, Jolly Phonics Read and See Books, Jolly Phonics Little Word Books,</p>	<p>Step 1 revision Step 2 Letter recognition: Unit 2.1 y (as ee) Unit 2.2 Short vowels Unit 2.3 ck Unit 2.4 Double letters</p> <p>Alternative spellings and Group 1-7 letters revised daily.</p> <p>Letter formation: Daily dictation. Joining digraphs as they are taught.</p> <p>Blending: Blending words with known letter sounds, blending longer words. Reading sentences.</p> <p>Identifying sounds in words: Daily word dictation, weekly dictation of sentences, dictation lists sent home for those who have completed Word Boxes</p> <p>Tricky words: Revision of reading and spelling of words 1-12. Tricky words 13-20 taught for reading and spelling (you, your, some, come, said, here, there, they)</p> <p>Reading books: Jolly Phonics Red Books (once first 12 tricky words are known), aligned red books.</p>	<p>Step 2 Letter recognition: Unit 2.5 Long vowels and magic e Unit 2.6 Long vowels and magic e Unit 2.7 ay, oy Unit 2.8 ea Unit 2.9 y, igh Unit 2.10 ow (as ou and oa)</p> <p>Alternative spellings and Group 1-7 letters revised daily.</p> <p>Letter formation: Daily dictation. Joining digraphs as they are taught.</p> <p>Blending: Blending words with known letter sounds, blending longer words. Reading sentences.</p> <p>Identifying sounds in words: Daily word dictation, weekly dictation of sentences, dictation lists sent home for those who have completed Word Boxes</p> <p>Tricky words: Revision of reading and spelling of words 1-20. Tricky words 21-34 taught for reading and spelling (go, no, so, my, one, by, only, old, like, have, live, give, little, down)</p> <p>Reading books: Jolly Phonics Yellow books and aligned yellow books.</p>	<p>Step 2 Letter recognition: Unit 2.11 ir, ur Unit 2.12 ew Unit 2.13 aw, au, al (as or)</p> <p>Alternative spellings and Group 1-7 letters revised daily.</p> <p>Letter formation: Daily dictation. Joining of digraphs, tricky words and other letter joins as taught.</p> <p>Blending: Blending words with known letter sounds, blending longer words. Reading sentences.</p> <p>Identifying sounds in words: Daily word dictation, weekly dictation of sentences, dictation lists sent home, tricky word spelling sent home for those who have completed dictation lists.</p> <p>Tricky words: Revision of reading and spelling of words 1-34. Tricky words 37-40 taught for reading and spelling (what, when, why, where, who, which)</p> <p>Reading books: Jolly Phonics yellow books and aligned yellow books.</p>	<p>Revision of Step 1 and 2</p> <p>Letter recognition: Alternative spellings and Group 1-7 letters revised daily.</p> <p>Letter formation: Daily dictation. Joining of digraphs, tricky words and other letter joins as taught.</p> <p>Blending: Blending words with known letter sounds, blending longer words. Reading sentences. Weekly comprehension activity.</p> <p>Identifying sounds in words: Daily word dictation, weekly dictation of sentences, dictation lists sent home, tricky word spelling sent home for those who have completed dictation lists.</p> <p>Tricky words Revision of reading and spelling of words 1-40.</p> <p>Reading books: Jolly Phonics Green books and aligned green books.</p>

		aligned pink level books.				
	Recognising first name Writing first name	Weekly News writing	Weekly News writing	Weekly News writing	Weekly News writing	Weekly News writing
Literacy Focus Main Topic	Children choose stories that they would like to have read to them. They look at books and use the pictures to tell their own stories. Children talk about the characters in a story and how they are feeling. Together, they create a checklist for being a good friend. Children ask and answer questions about stories that are read to them. Reception children begin to use sounds to build words. They match pictures with initial sounds. Children draw their family inside their house, adding labels with support if they would like to. Children use their mark making skills to write friendship recipes and create thank you cards for people who help us.	Children discuss the order of events in a story and the actions of the characters. They make predictions about what might happen next. Children compare different versions of familiar tales and talk about which stories are their favourite and why. They retell stories using masks, props, puppets and small world figures. Children listen to stories and join in with repeated refrains. Reception children read simple words from familiar stories. Children extend rhyming strings with really and made up words. Reception children use their emergent writing skills to write a card, add labels to a poster, complete speech bubbles and begin to compose simple sentences for a story.	Children talk about the actions of characters in a story and make predictions. Children map out the main parts of a story. They join in with everyday sounds and actions. Children use puppets and soft toys to retell stories. Children use their own ideas to suggest alternative solutions to a problem in a story. Reception children record their ideas by writing simple captions or sentences. They read simple statements and decide if they are true or false. Children match pictures and words . They draw and label pictures and write simple factual sentences.	Children join in with repeated refrains from familiar stories. They retell and act out stories, and sequence stories using picture cards. Children make predictions about what they think might happen next and make suggestions for alternative solutions to a problem. Children use story maps to show events in a story adding labels to prompt them. They use their phonic knowledge to read clues and read simple captions and sentences related to the topic. Children follow a recipe and write their own recipes, instructions, lists, labels and stories.	Children give reasons for their answers. They join in with repeated phrases and identify rhyming words in stories. Children make predictions and relate what they have read to their own experiences. They listen to fiction and non-fiction texts. Children identify action words and act them out. They read sentences and follow instructions. Children read simple sentences from fiction and nonfiction texts. They begin to write their own poems. Children write simple sentences to sequence a life-cycle, and write captions and sentences for speech bubbles.	Children make comparisons between two texts. They listen to stories from around the world and identify similarities and differences between life in the UK and elsewhere. They read simple facts and listen to stories about travelling. Children write simple sentences to describe their pictures and share their ideas.
Literacy Focus Companion Topic	Children recall key events from a story. They answer questions about key texts. They sequence a story and explain their favourite part. Children act out a story using role play masks and props. Children use a range of resources for mark making. Children are provided with the opportunity to record recipes in their play.	Children write letters and cards in response to celebrations using their mark making and emergent writing skills.	Children listen to stories and join in with repeated refrains. They talk about how the characters behave and discuss the meaning of the word 'brave'. Reception children map out a character's journey adding labels. Reception children write words, captions and simple sentences to describe wintry pictures.	Children identify rhyming words and generate their own rhyming strings using real words and nonsense words. Children read simple sentences and demonstrate their understanding by following an instruction they have read. They use their phonic knowledge to spell rhyming words.	Children use props to retell a story. They use shadow puppets to make up their own stories or retell one they are familiar with. Children write sentences to describe pictures that they have drawn.	Children match upper and lower case letters. They create their own version of a story we have shared, writing simple sentences. Children read simple sentences. They write and reveal secret messages and write their own recipes.

<p>Educational Programme for</p> <p>Mathematics</p>	<p>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.</p>					
<p>Mathematics Focus</p> <p>White Rose Maths</p> <p>Nursery & Reception</p>	<p>Nursery Number songs and rhymes</p> <p>Comparison Block 1 More than, fewer than, same Shape, Space and Measure Block 1 Explore and build with shapes and objects Pattern Block 1 Explore repeats Counting Block 1 Hear and say number names</p> <p>Reception Getting to know you Baseline Number rhymes Counting</p> <p>Match, sort and compare Match objects Match picture and objects Identify a set Sort objects to a type Explore sorting techniques Create a sorting rule Compare amounts</p> <p>Talk about measure and patterns Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns</p> <p>It's me 1, 2, 3</p>	<p>Nursery Number songs and rhymes</p> <p>Counting Block 2 Begin to order number names Subitising Block 1 I see 1, 2, 3 Pattern Block 2 Join in with repeats Shape, Space and Measure Block 2 Explore position and space</p> <p>Reception Circles and triangles Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p> <p>1, 2, 3, 4, 5 Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1 - 5</p> <p>Shapes with 4 sides Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night</p>	<p>Nursery Number songs and rhymes</p> <p>Subitising Block 2 Show me 1, 2, 3 Counting Block 3 Move and label 1, 2, 3 Shape, Space and Measure Block 3 Explore position and routes Pattern Block 3 Explore patterns</p> <p>Reception Alive in 5 Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5</p> <p>Mass and Capacity Compare mass Find a balance Explore capacity Compare capacity</p> <p>Growing 6, 7, 8 Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs - odd and even Double to 8 Combine two groups</p>	<p>Nursery Number songs and rhymes</p> <p>Counting Block 4 Take and give 1, 2, 3 Shape, Space and Measure Block 4 Match, talk, push and pull Subitising Block 3 Talk about dots Comparison Block 2 Compare and sort collections</p> <p>Reception Length, height and time Explore length Compare length Explore height Compare height Talk about time Order and sequence time</p> <p>Building 9 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 Make arrangements of 10 Doubles to 10 Explore even and odd</p> <p>Explore 3-D shapes Recognise and name 3-D shapes</p>	<p>Nursery Number songs and rhymes</p> <p>Pattern Block 4 Lead on own repeats Shape, Space and Measure Block 5 Start to puzzle Pattern Block 5 Making patterns together Subitising Block 4 Make games and actions</p> <p>Reception To 20 and beyond Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns</p> <p>How many now? Add more How many did I add? Take away How many did I take away?</p> <p>Manipulate, compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape</p>	<p>Nursery Number songs and rhymes</p> <p>Counting Block 5 Show me 5 Pattern Block 6 My own pattern Counting Block 6 Stop at 1, 2, 3, 4, 5 Comparison Block 3 Match, sort, compare</p> <p>Reception Visualise, build and map Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations</p> <p>Make connections Deepen understanding Patterns and</p>

	Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3		Conceptual subitising	Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment	arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes Sharing and grouping Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles	relationships Consolidation
		Total Recall badges	Total Recall badges	Total Recall badges	Total Recall badges	Total Recall badges
Mathematics Focus Mastering Number Reception	Children will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Children will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers	Children will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Children will: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal g		Children will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Children will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2		
Educational Programme for 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.					
Understanding the World Focus Main Topic	Children learn about communities and conduct fieldwork to explore the nursery and school environment. Children explore their family history and look at how they have	Children make maps to represent places and journeys in stories. Children are introduced to the theme of monarchy and royalty and find out about kings and queens in	Children conduct fieldwork on the school grounds and observe how they appear during the daytime and the nighttime. They learn about the night sky.	Children carry out fieldwork and collect data. They build on their geographical knowledge to create maps. Children build on their understanding about	Children explore plants and flowers and continue to learn about seasonal changes by observing the summer weather, describing the seasonal changes they have observed over the year.	Children explore world maps and globes and use Google Earth to view places worldwide including the United Kingdom. They make sketch maps to depict journeys and analyse maps and photographs

	<p>changed since being babies. Children are introduced to the vocabulary of time, such as yesterday and last week. They learn about the lives of people in the community and their role in society, such as emergency service workers.</p>	<p>stories. They begin to compare life in the past with their lives by looking at artefacts, such as clothes and buildings.</p> <p>Children are introduced to everyday materials and help story characters solve problems by exploring the properties of materials and sorting them into groups.</p>	<p>Children build on their knowledge of people who help us and learn about people who work at night. They are introduced to significant historical figures and events when they learn about Neil Armstrong and the first moon landing.</p> <p>Children learn about nocturnal animals and their features. They continue to develop their understanding of everyday materials. Children are introduced to the phenomenon of shadows and identify how shadows are made, then make them bigger and smaller.</p>	<p>life in the past, by finding out about farming through history.</p> <p>Children collect and record data in simple pictograms. They plant seeds and learn what seeds and plants need to grow and survive. They learn to name and describe the parts of a plant. Children learn about farm animals and match them to their babies.</p>	<p>Children revisit what plants and animals need to grow and survive and continue to nurture plants and harvest the produce from plants they have grown. They learn about the features of insects and build on their knowledge of growth and decay as they make compost.</p>	<p>to learn about a contrasting environment to where they live, comparing similarities and differences. They build on their knowledge of climates around the world and explore locations to find out how the weather, plants and animals are different. They develop their knowledge of looking after the environment and learn about the importance of recycling.</p> <p>Children learn about significant figures, finding out about how life and transport were different in the past.</p> <p>Children identify common features of animals and explore habitats worldwide.</p>
<p>Understanding the World Focus</p> <p>Companion Topic</p>	<p>Children conduct fieldwork to explore the changes that happen during autumn and how these affect their local environment including typical autumn weather.</p> <p>Children explore the natural world and find out about the plants and animals in their local environment. They learn about the features of woodland animals. They observe how plants change and explore growth and decay.</p>	<p>Children explore the theme of celebration and begin to learn how life in their country differs from countries around the world. They are introduced to globes and world maps.</p> <p>Children build on their knowledge of materials to explore reflective materials.</p>	<p>Children conduct fieldwork in the school grounds to further develop their knowledge of how seasonal changes in winter and wintry weather affect the local environment. They explore countries with cold climates and learn how habitats and wildlife differ worldwide.</p> <p>Children learn what animals need to grow and survive and how to take care of animals that live in their local environment. They are introduced to the processes of melting and freezing.</p>	<p>Children conduct fieldwork in the local area to discover how seasonal changes and weather in spring affect the local environment.</p> <p>Children explore and describe the phenomenon of rainbows. They develop their understanding of properties to include waterproof materials.</p>	<p>Children revisit their learning about the phenomena of light, shadows and reflections. They are introduced to the terms transparents and opaque as they test materials. They investigate the size and shape of shadows, and how shadows change throughout the day.</p>	<p>Children are introduced to the phenomena of floating and sinking are supported to describe, predict and investigate objects that float or sink. They continue to develop their scientific knowledge of freezing and melting.</p>

<p>Understanding the World</p> <p>RE</p> <p>Reception</p>	<p>How can people show they belong together?</p> <ul style="list-style-type: none"> - Where do I belong? - What groups can people be part of? - How do some people show their world views? 	<p>How can people show they belong together?</p> <ul style="list-style-type: none"> - What times do people celebrate together? - Which places are special? - How does it feel to be part of a group? 	<p>Who are the people in special stories and why might they still be important today?</p> <ul style="list-style-type: none"> - What makes a story special? - Why are stories about Jesus important to Christians? - How does the nativity story affect me? 	<p>Who are the people in special stories and why might they still be important today?</p> <ul style="list-style-type: none"> - Can stories teach people how to behave? - What can people in sacred stories teach us about the importance of making a good choice? - What qualities does a good leader have? - Who helps us to make good choices today? 	<p>How do people know how to treat each other?</p> <ul style="list-style-type: none"> - What are values? - How do our values affect the way we live and work together? - Where do values come from? - What is the golden rule? 	<p>How do people know how to treat each other?- What do stories from sacred texts tell us about how to treat others?</p> <ul style="list-style-type: none"> - How do people know what is right and what is wrong? - What have religious worldviews shown us about how to treat others? - How do non-religious people decide how to treat each other? - How do I want to treat people and why?
<p>Educational Programme for Expressive Arts and Design</p>	<p>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.</p>					
<p>Expressive Arts and Design Focus</p> <p>Main Topic</p>	<p>Children are introduced to primary colours and colour mixing. They begin to explore how to manipulate dough to create shapes, learning techniques such as rolling. They use their drawing and mark making skills to explore line and shape, creating self portraits and family portraits.</p> <p>Children use construction kits to create vehicles with wheels and axles.</p> <p>Cauliflower cards</p>	<p>Children explore how to cut, tear, fold and stick paper and fabric to create collages.</p> <p>Children work collaboratively to create structures using various materials including construction kits and upcycled materials. They share their creations and talk about the resources, tools and techniques they used. Children explore existing products to create puppet characters.</p> <p>Christmas cards and calendars</p>	<p>Children explore painting by mixing tints and shades and using a range of tools to create night sky paintings.</p> <p>Children develop their design and technology skills to create cuddly pets using textiles.</p>	<p>Children explore transitional art as they use natural materials to make patterns and images. They also develop their printing skills as they use natural objects to print and create artwork.</p> <p>Children continue to explore sources of food. They develop their understanding of recipes and create recipes to make healthy food.</p> <p>Easter artwork.</p>	<p>Children explore seasonal environmental art. They explore the properties of clay to make imprints using natural materials. They continue to develop painting techniques around flowers and gardens, being introduced to water colours and works of art by significant artists.</p> <p>Children explore existing products to inspire their ideas for sunhats and crop protectors.</p>	<p>Children continue to develop painting techniques, creating patterns and exploring traditional works of art. They create large scale weavings using fabrics and recycled materials.</p> <p>Children create vehicles using a range of resources and construction kits. They develop their experiences of following recipes by making tortilla pizzas.</p>
<p>Expressive Arts and Design Focus</p> <p>Companion Topic</p>	<p>Children explore threading, using ribbon or yard to thread autumnal items.</p> <p>Children follow simple recipes to create seasonal food using</p>	<p>Children revisit cutting, tearing, folding and sticking paper to create shiny collages.</p> <p>Children draw and label a design for a celebration light before</p>	<p>Children explore environmental art and use ice and natural resources to create artwork.</p>	<p>Children develop their primary colour mixing skills to explore secondary colours.</p> <p>Children build on their designing and making skills to create</p>	<p>Children continue to develop their drawing skills, working from observation and memory.</p> <p>Children test, adapt and refine their designs</p>	<p>Children continue to develop painting techniques and their knowledge of colour mixing using powder paints.</p> <p>Children consolidate</p>

	produce harvested from our garden.	creating. They are introduced to seasonal food and work with an adult to follow a simple recipe.		rainmakers.	when making suncatchers.	their understanding of following recipes independently to make ice lollies.
Expressive Arts and Design Focus Music	<p>Children participate in a weekly one hour music lesson 'Calypso Kids'. Lessons are linked to our topics across the year.</p> <p>Children learn to: Singing - find their singing voice, sing entire songs, create their own songs, sing along with the teacher, other children and recorded music.</p> <p>Listening - recognise the sound of percussion instruments, explore how instruments make a sound, recognise what family percussion instruments belong to (tapping, scraping, shaking...), change sound (faster/slower, loud/soft and high/low), hear a pulse/steady beat, recognise high and low, recognise fast and slow, recognise loud and soft, say when I like/dislike music.</p> <p>Performing - join in with songs, add actions to songs, explore and play instruments, sing entire songs/nursery rhymes, play instruments, make sounds for different purposes, respond to changes in music, add actions, dance and/or instrumental accompaniments, talk about my performance.</p> <p>Pulse/beat - move to the pulse by copying the teacher, move in different ways to the pulse (march, jump, creep, clap), find the pulse with body percussion and on instruments.</p> <p>Rhythm - make repetitive and rhythmical sounds, copy back single words and two syllable patterns, copy back phrases from nursery rhymes and songs, play rhythms with body percussion, play rhythms with instruments.</p> <p>Pitch - recognise high and low sounds, recognise high and low voices, recognise high and low percussion sounds, recognise high and low on tuned instruments.</p> <p>Composing - add a simple untuned percussion accompaniment to songs and nursery rhymes, choose instruments or sound makers to create sound effects to a story or poem, create a rhythm with one pitched note to accompany a steady beat, create a two pitched note pattern.</p>					