Class 1 Long Term Planning Year A

|  | **Autumn** | | **Spring** | | | **Summer** | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Themes** | **Exploration** | | **Green Fingers** | | | **Castles and Catapults** | | |
| **RWI Phonics** | **Following the Read Write Inc Phonics Programme** | | | | | | | |
| **Literature** | **Fiction – The Three Little Pigs**  **NF –** Persuasive letter writing- Christmas  **Poetry –** What I Like (Senses) Gervaise Phinn  Whatever Next – Jill Murphy  Farmer duck – Martin Waddell  Goodnight Moon – Margaret Wise Brown  We’re Going on a Bear Hunt | | **F – The Little Red Hen**  **What the Ladybird Heard**  **NF –** Instructions – How to make Bread  Information – Ladybird’s  Jack and the beanstalk  The Enormous Turnip  Handa’s Surprise  Ladybird information texts | | | **F – Cinderella**  **NF – Information -** Knights Annabelle Lynch  **Diary writing**  **Poetry – On the Road (journeys) - Susan Stegall**  Sleeping Beauty  Billy the Brave Knight  The Day Louis Got Eaten – patterned story John Fardell | | |
| **Literacy Links EYFS** | **Physical Development Moving and Handling 40 – 60**  Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which  are correctly formed.  **ELG -** They handle equipment and tools effectively, including pencils for writing.  **Reading 40-60 months**  Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.  Knows that information can be retrieved from books and computers.  **ELG** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when  talking with others about what they have read.  **Writing 40 – 60 months**  Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  Writes own name and other things such as labels and captions. Attempts to write short sentences in meaningful contexts.  **ELG** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.  **Being Imaginative** **ELG -** They represent their own ideas, thoughts and feelings through role play and stories. | | | | | | | |
| **EYFS**  **Communication and Language**  **(throughout the curriculum in all areas)** | **Listening and Attention**  **40 – 60 months** Maintains attention, concentrates and sits quietly during appropriate activity. Two-channeled attention – can listen and do for short span.  **ELG -** Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what  others say and respond appropriately, while engaged in another activity.  **Understanding**  **40 – 60 months** Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.  **ELG -** Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  **Speaking**  **40 – 60 months** Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.  **ELG -** Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. | | | | | | | |
| **Maths** | Number Sense  Addition and Subtraction  Place value  Shapes and Measures | | | Place Value  Multiplication and Division  Fractions  Number Sense  Measures (+/-) | | | Number Sense  Shape and Measures  Number  Four operations. | |
| Counting, Number bonds to and within, Times Tables. Telling and reading the time  **EYFS Links**  **Number 40-60 months –**  Recognise some numerals of personal significance. Recognise numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. Finds the total number of items in two groups by counting all of them.  Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.  **Number ELG** - Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.  **Shape Space and Measure 40 -60 months –**  Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as ‘behind’ or ‘next to’. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models.  Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.  **Shape Space and Measure ELG -** Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. | | | | | | | |
| **Computing** | Create and debug simple programmes  **Year 1** –Give and follow simple instructions, one command at a time.  Recognize that programmes are built using algorithms which are a simple set of precise instructions.  Year 1  Online safety- to understand how to login safely  Grouping and Sorting –to sort items using a range of criteria  Pictograms – to understand that data can be represented in picture format | | | Creating, retrieving, manipulating and storing digital content; e-safety; uses of IT  **Year 1** –**Multimedia** - Save and retrieve digital content.  Organise and manipulate digital content eg moving images from one place to another on a poster.  **E-Safety -** Identify what personal information is and understand that I should keep this private.  Know where to go for help and support if I have concerns.  **Online –** Explore a website and navigate using the back button.  Year 1  Lego building- To emphasise the importance of following instructions.  Maze Explorers - To be able to use the direction keys to complete the challenges successfully.  Animated Story books- To be introduced to e-books and to 2Create a Story. | | | Algorithms – instructions: implementing and executing  **Year 1** –Give and follow simple instructions, one command at a time.  Recognize that programmes are built using algorithms which are a simple set of precise instructions.  Year 1  Coding- To understand what coding means in computing. • To create unambiguous instructions like those required by a computer. Spreadsheets-an Introduction to spreadsheets  Technology Outside- to understand what is meant by ‘technology’ and to have considered types of technology used in school and out of school. | |
| **Technology EYFS** | **Technology 40 – 60 months** Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.  **ELG:** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | | | **Technology EYFS** | | | **Technology 40 – 60 months** Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.  **ELG:** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | |
| **Science** | **Animals including humans**  **Year 1** - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  - identify and name a variety of common animals that are carnivores, herbivores and omnivores  - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  **EYFS**  **Understanding the World**  **40 – 60 months** Looks closely at similarities, differences, patterns and change.  **ELG:** They make observations of animals and plants and explain why some things occur, and talk about changes. | | | **Plants (inc. habitats and adaptations)**  **Year 1** – identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  Identify and describe the basic structure of a variety of common flowering plants, including trees  **EYFS**  **Understanding the World**  **40 – 60 months** Looks closely at similarities, differences, patterns and change.  **ELG:** Children know about similarities and differences in relation to living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of plants and explain why some things occur, and talk about changes. | | | **Materials**  **Year 1** - distinguish between an object and the material from which it is made   * identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock * describe the simple physical properties of a variety of everyday materials * compare and group together a variety of everyday materials on the basis of their simple physical properties.   **EYFS**  **Understanding the world**  **40 – 60 months** Looks closely at similarities, differences, patterns and change.  **ELG** Children know about similarities and differences in relation to objects and materials.  **Exploring and using media and materials**  **40 – 60 months** Experiments to create different textures. Understands that different media can be combined to create  new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources.  Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.  Selects tools and techniques needed to shape, assemble and  join materials they are using.  **ELG:** Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and  function. | |
| **Seasonal changes**  Year 1 - observe changes across the four seasons   * observe and describe weather associated with the seasons and how day length varies. | | | | | | | |
| **Science – Working Scientifically** | **Key Stage 1**  During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   * asking simple questions and recognising that they can be answered in different ways * observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions   - gathering and recording data to help in answering questions. | | | | | | | |
| **RE** | Creation; Prayers, Saints and Feasts; Islam; Sacraments; Advent; Christmas | | | Epiphany; Revelation; Lent; Holy Week | | | Easter; Pentecost and Mission; Judaism; Sikhism and Hinduism; Big Questions of Faith | |
| **RE EYFS** | **People and Communities**  **40 – 60 months** Enjoys joining in with family customs and routines.  **ELG -** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and  differences between themselves and others, and among families, communities and traditions. | | | | | | | |
| **PE** | Games  **Year 1** – Move fluently changing direction and speed easily.  To be able to use basic actions such as rolling, underarm throwing, striking a ball and kicking.  Use skills effectively for specific games.  Describe what they and others are doing. | Multi-Skills  **Year 1** – Move fluently changing direction and speed easily.  Begin to use basic movements in a range of activities.  Work individually and with others. | | Games  **Year 1** – Move fluently changing direction and speed easily.  To be able to use basic actions such as rolling, underarm throwing, striking a ball and kicking.  Use skills effectively for specific games.  Describe what they and others are doing. | Multi-Skills  **Year 1** – Move fluently changing direction and speed easily.  Begin to use basic movements in a range of activities.  Work individually and with others. | | Athletics  **Year 1** – Be able to run at different speeds and in different directions.  Be able to jump from a standing position.  Be able to perform a variety of throws with basic control. | Multi-Skills  **Year 1** – Move fluently changing direction and speed easily.  Begin to use basic movements in a range of activities.  Work individually and with others. |
| **PE EYFS** | **Physical Development Moving and Handling:**  **40 – 60 months** Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  **ELG** Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. | | | | | | | |
| **History** | **Travel and Transport**  **How has transport changed?**  Demonstrate an understanding of the ways in which travel and transport has changed throughout history.  Talk about what they know about the inventions of cars, trains and aeroplanes.  Know some of the significant people involved in the development of different types of transport.  I can find out the different ways in which travel and transport has changed from past to present.  I can find out about an early form of travel: the Viking longboat.  I can find out about how cars have changed since they were invented.  I can find out about George Stephenson's life and inventions.  I can understand how trains changed people's lives in the 19th century.  I can find out about the different ways that humans have tried to fly throughout history.  I can find out about the Wright brothers and the invention of the aeroplane.  I can compare travel and transport of the past, present and future. | | | **Mayflower 400 Why did the Pilgrim’s go to America?**  Through this scheme of work, every young person will begin to:  · know the story of the Mayflower  · understand the relevance of the Mayflower narrative to their city  · understand why the passengers on the Mayflower sailed to the New World  · understand the difficulties faced by the travellers on their journey  · understand the relationship of the Mayflower settlers with the Native Americans  · understand the significance of the story for Plymouth, UK  · understand and be able to tell the difference between historical ideas and contemporary values  · create an artefact (individually or as a group) that represents an aspect of the story  · create a range of work (format according to subject) that represents the learning of the young person | | | **Who were the British Kings and Queens –**  Children should demonstrate an understanding of the chronology of various significant British kings and queens, such as Richard III, Elizabeth I and Queen Victoria.  • Know the chronological order of some kings and queens.  I can understand what a monarch is and the qualities needed to be a good monarch.  I can find out about some important British monarchs.  I can find out how the title of king or queen is inherited.  I can find out about how family history, such as Queen Victoria's and my own family, can be represented.  I can understand how we know about the life and death of Richard III.  I can find out about some key facts about the life of Richard III.  I can find out about what kings and queens ate during medieval banquets.  I can find out about and compare the lives of Elizabeth I and Queen Victoria.  Year 1 - Recognise the difference between past and present in their own and others lives  -They know and recount episodes from stories about the past | |
| **History skills** | **EYFS:**  **Characteristics of Effective Learning:**  Playing and Exploring engagement  Playing with what they know  **Creating and Thinking Critically**  Making links  **Communication and Language: Listening and attention:**  They give their attention to what others say and respond appropriately  **Communication and Language: Understanding:**  They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  **Communication and Language: Speaking:**  Uses vocabulary focused on objects and people that are of particular importance to them;  Builds up vocabulary that reflects the breadth of their experiences.  Children express themselves using past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.  **Mathematics: Shape, space and measure:**  Uses everyday language related to time.  **Understanding the world: People and communities:**  Shows interest in the lives of people who are familiar to them;  Remembers and talks about significant events in their own experience;  Recognise and describes special times or events for family or friends;  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family;  Enjoys joining in with family customs and routines.  **Understanding the world: The world:**  Looks closely at similarities, differences, patterns and change.  **Year 1**  **Chronological understanding**  Sequence events in their life  -Sequence 3 or 4 artefacts from distinctly different periods of time  -Match objects to people of different ages  **Range and depth of historical knowledge**  Recognise the difference between past and present in their own and others lives  -They know and recount episodes from stories about the past  **Interpretation of history**  Use stories to encourage children to distinguish between fact and fiction  -Compare adults talking about the past – how reliable are their memories?  **Historical enquiry**  Find answers to simple questions about the past from sources of information e.g. artefacts, | | | | | | | |
| **Geography** | **Enquiry – Where are the Hot and Cold Places? (Simples Hot and Cold places)**  **Locational Knowledge**  -Locate the oceans and continents of the world  -Locate hot and cold areas of the world in relation to the Equator and N and S Pole  -Reinforce the location of the locality of the school within the UK and world  -Location of Africa  -Location of Namibia and Botswana  -Location of the Kalahari Desert within Africa and countries above.  **Place Knowledge**  -Recognise, identify and describe the key characteristics / features of hot and cold places.  -Begin to compare hot and cold places to the locality of the school  -Recognise, identify and describe the key physical and human features of the Kalahari desert.  -Begin to compare features of the Kalahari desert to those in the school locality  Extra  -Recognise and describe the key features of Windhoek  -Begin to compare central Windhoek to the locality of the school  **Human and Physical Knowledge**  -Recognise, identify and begin to describe the key components of the weather.  -Describe the weather at a specific moment in time and begin to identify daily and seasonal variations  -Begin to describe the key components included in simple weather forecasts.  -Begin to identify similarities and differences in the weather of very hot and cold places  **Geographical Skills**  -Use a range of secondary geographical resources to recognise and describe weather.  -Use symbols to help to describe weather  -Investigate ground shot photographs to help to describe very hot (vh) and very cold (vc) places.  -Follow routes in the school grounds using simple 1:500 maps and plans  -Create simple maps of trails followed in the school grounds  -Sort secondary sources of information on (vh) and (vc) places.  -Use infant atlases to locate places in the world for example (vh) and (vc) places, Africa, Namibia and The Kalahari Desert. (Use Internet maps)  -Use simple atlas maps to identify and name the continents and oceans of the world  -Read very simple data to help to compare weather in the school locality with Windhoek – Namibia | | | **Linked to History** | | | **What is the Geography of where I live? - enquiry**  . **Locational knowledge**  • Name and locate the world’s seven continents and five oceans.  • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  **Place knowledge**  • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.  **Human and physical geography**  • Use basic geographical vocabulary to refer to key physical and human features.  **Geographical skills and fieldwork**  • Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.  • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.  • Use simple observational skills to study key human and physical features of environments.  • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | |
| **EYFS:**  **Understanding the World – The World ELG**  Children know about similarities and differences in relation to places, objects, materials and living things.  They talk about the features of their own immediate environment and how environments might vary from one another.  They make observations of animals and plants and explain why some things occur, and talk about changes  **People and communities - ELG**  They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between  themselves and others, and among families, communities and traditions.  **Communication and language – Understanding ELG**  They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  **Communication and Language – Listening and Attention ELG**  They  listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.  They give their attention to what others say and respond appropriately, while engaged in another activity.  **Identifying seasonal and daily weather patterns within a class weather station.**  **Geographical enquiry**: **KS1**  use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map  use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment | | | | | | | |
| **Skills progression** | **Direction/location**: Follow directions (up down left right forwards backwards  **Drawing maps:** Year 1 Draw picture maps of imaginary places and stories. | | | **Using maps:** Year 1 use a simple picture map to move around the school, recognise that it is about a place.  **Style of maps:** Year 1 picture maps and globes. | | | **Map knowledge:** Year 1 learn names and some places within/around the UK e.g. home town, cities, countries, e.g. Wales England. | |
| **Art** | Colour mixing – camouflage; drawing; Textiles; | | | Van Gogh ‘Sunflowers’; Monet; Jeanette Coomber  Painting; pastels; observational drawing | | | Printing; Clay tiles; multi-media  Digital art – flag/coat of arms | |
| Drawing, Colour mixing, Painting, Printmaking, 3D, Textiles  **EYFS**  **Exploring and using media and materials**  **40 – 60 months** Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects.  Manipulates materials to achieve a planned effect.  **ELG -** Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  **Being Imaginative**  **40 – 60 months** Create simple representations of events, people and objects. Chooses particular colours to use for a purpose.  **ELG -** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art.  **Physical Development – Moving and Handling**  **40 – 60 months** Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control.  **ELG –** They handle equipment and tools effectively, including pencils for writing. | | | | | | | |
| **Design and Technology** |  | | |  | | | Castle and drawbridge | |
| Design, Make and Evaluate and Technical knowledge to include Cooking and Nutrition and mechanism.  **EYFS**  **Exploring and using media and materials**  **40 – 60 months** Experiments to create different textures. Understands that different media can be combined to create new effects.  Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources.  Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.  Selects tools and techniques needed to shape, assemble and join materials they are using.  **ELG -**  Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  **Being Imaginative**  **40 – 60 months** Create simple representations of events, people and objects. Chooses particular colours to use for a purpose.  **ELG -** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art.  **Physical Development – Moving and Handling**  **40 – 60 months** Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control.  **ELG –** They handle equipment and tools effectively, including pencils for writing. | | | | | | | |
| **ART Skills Progression** | Year 1 – **Colour mixing**- Name all of the colours; Apply colours with different tools; Mixes colours.  **Drawing**- Extend the variety of drawing tools;use observation to draw; explore tone using different grades of pencil, chalk and pastel.  **Textiles**- Use simple weaving with wool and card loom; cuts materials for collage; sorts textiles in specific ways. | | | Year 1 - **Colour mixing**- Name all of the colours; Apply colours with different tools; Mixes colours.  **Drawing**- Extend the variety of drawing tools;use observation to draw; explore tone using different grades of pencil, chalk and pastel.  **Print making-** create patterns, random or organized with a range of blocks;  Use repeating patterns; use overlapping using two contrasting colours.  **3D** – becomes aware of form, feel, texture, pattern and weight;  Uses materials to mke known objects; rolls, pinches and slabs modelling materials.  **Textiles**- Use simple weaving with wool and card loom; cuts materials for collage; sorts textiles in specific ways. | | | Year 1 - **Print making-** create patterns, random or organized with a range of blocks; use repeating patterns; use overlapping using two contrasting colours.  **Clay tiles**- Use materials to make known objects for a purpose; manipulate clay in a variety of ways e.g. rolling; explore sculpture.  **Digital art** – Create a picture using ICT; Use brush and pen tools; edit own work. | |
| **Music** | **Sounds interesting -Exploring Sounds**  **Year 1 –** Explore different sound sources.  Make sounds and recognize how they give a message.  Identify and name classroom instruments.  Change and use sounds in response to a stimuli.  **Weather – Exploring sounds**  **Experiment with, create, select and combine sounds using the inter-related dimensions of music**  **2Explore**  Play and record simple melodies by clicking on the instruments.  **2Sequence**  Drag and drop sounds into the grid. Explore harmony and build up musical scores. | | | **Taking off – Exploring Pitch**  **Year 1 –** Find their singing voice and use their voices confidently.  Sing a melody accurately at their own pitch.  Follow pitch movements with their hands and use, high, medium and low voices.  Respond physically when performing.  **Food and Drink - Performance**  **Use their voices expressively and creatively by singing songs and speaking chants and rhymes**  **2Create a Story**  Children can to record themselves reading their own stories or rhythmic poems.  Children can compose music to accompany their stories using the piano tool.  **2DIY: Sound Drag**  Drag and drop sound samples to produce a piece of music.  **Computing Scheme of Work: Unit 2.7 – Making Music**  Using technology to explore music. | | | **Feel the Pulse – Exploring pulse and rhythm**  **Year 1 –** Identify the pulse in different pieces of music.  Identify the pulse and join in getting faster and slower together.  Identify short and long sounds in music.  Play instruments in different ways.  **Our land – Exploring sounds**  **2Beat**  Teach rhythm and pulse by building up various beats | |
|  | **EYFS:**  **Being imaginative**  **40 – 60 months** Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  **ELG -** They represent their own ideas, thoughts and feelings through music and dance, role play and stories.  **Exploring and Using Media and Materials**  **40 – 60 months** Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.  **ELG** - Children sing songs, make music and dance, and experiment with ways of changing them. | | | | | | | |
| **PSHE/ RSE** | **Healthy Lifestyles/ Growing and Changing/ Keeping safe**  **EYFS**  **Self Confidence and Self Awareness**  **40 – 60 months** Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.  **ELG** - Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about  their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.  **Making relationships**  **40 – 60 months** Initiates conversations, attends to and takes account of what others say.  Takes steps to resolve conflicts with other children, e.g. finding a compromise.  **ELG** - Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organize their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. | | | **Rights and Responsibilities/ Taking Care of the Environment**  **EYFS**  **Health and Self Care**  **40 -60 months** Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.  **ELG -** Children know the importance for good health of physical  exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. | | | **Feelings and Emotions/ Healthy Relationships/ Valuing Difference**  **EYFS**  **Managing Feelings and Behaviour**  **40 – 60 months** Understands that own actions affect other people, for  example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.  **ELG -** Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their  behaviour to different situations, and take changes of routine in their stride.  **Making relationships**  **40 – 60 months** Takes steps to resolve conflicts with other children, e.g. finding a compromise.  **ELG** - Children play co-operatively, taking turns with others. They  take account of one another’s ideas about how to organise  their activity. They show sensitivity to others’ needs and  feelings, and form positive relationships with adults and  other children. | |