



Reception - Spring 1- Winter Wonderland

Literacy

We will be listening to a range of traditional stories and making comparisons between them. We will be looking at how to identify fiction and non-fiction books and learning the features of different texts and singing nursery rhymes.

Mathematics

We are going to be learning about numbers to 8, learning how to count the number of objects correctly, looking at the smaller numbers that make up the bigger numbers, and using a wide variety of equipment and representations. We will move onto lots of practical work comparing mass and capacity. We will then combine two groups of objects to find how many there are altogether. Finally, we will focus on length and height comparing objects that are taller, shorter, longer, wider, thinner or further.

Physical Development

In P.E. the children will be learning the basic skills required for playing football. They will be dribbling, aiming and passing with control. They will learn how to work together and share resources. The children will learn the skills needed to score a goal.

Communication and Language

By reading non-fiction books we will be finding facts about winter. We will be asking and answering questions about winter and making observations of snowflakes.



Personal, Social and Emotional Development

"Dreams and Goals"

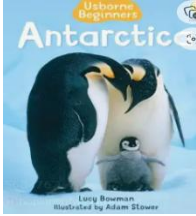
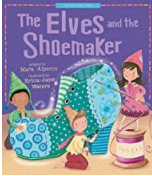
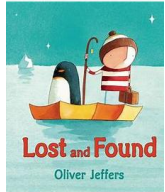
We will be learning how to persevere when faced with new challenges and thinking about what we have already learnt at school and what we could like to get better at.

Expressive Arts and Design

We will be listening to winter themed music and describing how it makes us feel. By creating wintery dens and snowy small worlds we will be imagining what it would be like to live in a winter wonderland. We will be designing a vehicle that could travel across the snow and ice. We will be using ice cubes to find out who can make the tallest ice tower. Learning about the primary colours will support us in creating beautiful artwork.

Understanding the World

We will be learning about seasonal changes and finding out why these happen. Each day we will describe the weather and identify the different types of weather that are linked to each season. We will be finding out about similarities and differences between the weather in this and other countries.

	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc
English	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Contexts	Antarctica Non fiction 	Penguins Non Fiction 	The Elves and the Shoemaker 	Hansel and Gretel 	Teeth 	Lost and Found 

Phonics:

Set 1

m - a - s - d - t - i - n - p - g - o - c - k - u - b - f - e - l - h - sh - r -
j - v - y - w - th - z - ch - qu - x - ng - nk

Set 2

ay - ee - igh - ow - oo - oo - ar - or - air - ir - ou - oy

Set 3

a-e - ea - i-e - o-e - u-e - aw - are - ur - er - ow - ai - oa - ew - ire -
ear - ure - tious - tion

	Mathematics	Learning Intention and Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Alive in 5 Introducing zero Comparison to 5	I can: Recognise zero I can: Read the numeral 0 I can: Compare numbers to 5 I can: Read the numerals to 5	Zero, nothing, all gone, More, same as, fewer	Say that there are 0 objects in a group. Read numeral 0 Use different equipment to show the numbers to 5. Say which number is more, the same or fewer. Read numerals to 5.	Know that the number name zero and the numeral can be used to represent that there is nothing there or all gone. Continue understanding that when comparing numbers, one quantity can be more than, the same as, or fewer than another quantity.
2	Alive in 5 Comparison to 5 Composition to 5	I can: Compare numbers to 5 I can: Partition numbers to 5	Whole, part, partition, subitise	Explore different ways to make 4 and 5 Subitise to say how many there are in a group without counting.	Continue with knowledge that all numbers are made up of smaller numbers. Notice that numbers can be composed of 2 parts or more than 2 parts.
3	Alive in 5 Compare mass Compare capacity	I can: Compare mass saying which is heavier and lighter I can: Compare capacity	Heavy, heavier than, heaviest, light, lighter than, lightest Full, empty, tall, thin, narrow, wide, shallow	Compare objects- say which is heaviest, lightest. Compare liquid in containers- can you show a full container, empty, nearly empty, nearly full. Compare containers- see how many pots it takes to fill each container.	Compare items to estimate which feels the heaviest then use balance scales to check. Know that the size is not important in mass and small things can be heavy and big things can be light sometimes. Build on understanding of full and empty to show half full, nearly full and nearly empty.
4	Growing 6, 7, 8 Composition to 8	I can: Count to 8 and back again I can: Represent numbers to 8 I can: Read the numerals to 8	Whole, part, partition, subitise,	Count up to 8 objects from a larger group. Show numbers up to 8 using different equipment.	Count forwards and backwards to 8. Notice the one more/less pattern as they count on or back to 8. Arrange up to 8 objects in small groups so the children can use

				Make a collection of 6, 7 and 8 objects Read numerals to 8	subitising and see how the numbers are made up of smaller numbers.
5	Growing 6, 7, 8 Comparison to 8	I can: Compare numbers to 8 I can: Say 1 more or 1 less than a number to 8	Whole, part, partition, subitise, more, same as, fewer	Show two groups of objects up to 8, say which has more, fewer Order representations to 8	Order and compare representations to 8. Use a tens frame to represent numbers
6	Growing 6, 7, 8 Making pairs Combining two groups	I can: Combine 2 groups to find how many altogether	Altogether, subitise,	Add 2 groups of objects together by counting. Add 2 groups of objects by subitising one group if possible.	Know we can find how many there are in 2 groups of objects by counting them all. Encourage them to count on from one group.
7	Growing 6, 7, 8 Length Height Time	I can: Compare length I can: Compare height I can: Order important times in my day	Length, height, longer, shorter, taller, shorter, wider, narrower Now, before, later, soon, after, then, next	Compare 2 towers- say which is taller, which is shorter Use different objects to measure how long an item is- for example how many blocks, feet. Use different measuring items to measure. Sing Days of the week song- order days of the week	Encourage use of mathematical vocabulary instead of bigger. Continue to order and sequence important times in their day using mathematical vocabulary. Describe significant events in their lives and talk about events they are looking forward to. Recognise some processes take a longer time (waiting for baby brother or sister)

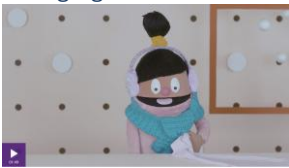
Week	Expressive Art & Design (Art) 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Expressive arts and design- Frozen Test their ideas. Show the children an ice balloon with items frozen inside. Invite the children to explore the ice and discuss what it looks like and how it feels. Offer hand lenses for the children to explore the ice more closely. Provide more ice balloons and set the children a challenge – to keep some frozen and melt others. Encourage them to think of places to put the ice to complete the challenge and support them to share ideas, ask questions and build on each other's suggestions. Offer a range of materials, including bubble wrap and silver foil, in which the ice can be wrapped. You could even provide salt for the children to see the effect it has on the ice. Return to the ice balloons at regular intervals to check whether their ideas for heating and cooling are working and to discuss why. Provide digital recording equipment or tablets for the children to track the progress of their investigation.	I can make predictions.	prediction melt solid liquid warm cold	Observe how activities are going and adapt their ideas if necessary.	Ice is the solid form of water. Water turns to ice when the temperature is very cold (below freezing). When ice melts, it becomes liquid water again. Heat causes ice to melt.
2	Being imaginative and expressive- Icy music Creating with materials Share their creations, explaining the process they have used. Provide white, blue and silver fabrics, easy-grip pegs, crates and building blocks for the children to create ice caves and dens outside. Practical resources: White, silver and blue fabric, Plastic crates, Large plastic or wooden blocks, Easy-grip pegs, Paper, Writing and drawing materials	I can explain my choices.	build strong hold flexible soft hard transparent	Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.	Using different materials, we can create dens to play in.
3	Share their creations, explaining the process they have used.	I can explain my choices.	build strong hold flexible	Create collaboratively, share ideas and use a variety of resources to make products inspired	Different materials are suitable for different purposes, such as construction kits for

	Using the sensory four add cotton wool, white foam shapes, glass beads and small world figures to the construction area for the children to make snowy 'small worlds' to explore. Practical resources • Building blocks • White foam shapes • Cotton wool • Glass beads or pebbles • Small world animals and people • Cameras or tablets		soft hard transparent	by existing products, stories or their own ideas, interests or experiences.	modelling and ingredients for baking.
4/5	Expressive arts and design Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. Provide a variety of construction kits and display the sign 'Can you make a vehicle to travel across the ice and snow?' Practical resources: Construction kits, Paper, Writing materials, cameras or tablets	I can make choices	build strong hold flexible soft hard transparent	Select appropriate materials when constructing and making.	Different materials are suitable for different purposes, such as construction kits for modelling and ingredients for baking.

Music (Charanga – Original Scheme)



	Main Songs	Cross-curricular/topic-based focus	Explore and Create	Games Track	Copy Cat Rhythm Games	High and Low Games	Create your own Sounds using Instruments
Unit 3: Everyone!	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on the Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes	Family, friends, people, music from around the world.	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.	Invent ways to find the pulse.	Copy-clap some rhythms of phrases from the songs.	Explore high pitch and low pitch in the context of the songs.	Use the starting note to explore melodic patterns using one or two notes.

Week	Understanding the world: 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	The natural world Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  Discuss together the things that are associated with winter, including weather, animals, clothing and food. After watching the video, display a browsing box with a bird feeder, hat, gloves and scarf. Invite the children to discuss the pictures and use the new vocabulary introduced in the video. Encourage them to reflect on the changes that have happened in the weather and day length since they started school in September. Note: If it is icy or frosty, go on a winter walk and take pictures of the things you see that show it is winter. If it is snowy, have fun with the children making snowmen, snow angels and snowballs.	I can identify changes	rainy windy cold hot temperature season changes	Describe simply how weather changes as the seasons change	Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain. There are four seasons in the UK. They are spring, summer, autumn and winter. Each season has typical weather associated with it, including sun, rain, wind and snow.
2	People, culture and community- Where is it always cold? Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	I can identify similarities and differences	similar different	Describe how the weather, plants and animals of one place is different to another using simple geographical terms.	Different places have different climates and weather. Some animals live in very cold places and have special features that help them to live in the cold.

	Show the Antarctica video. Talk about the animals that live there and what it is like. Recap some of the vocabulary used in the video, including Arctic, Antarctic, mountain and camouflage. Show the children where the Arctic and Antarctic are on a world map or globe.				
3	Understanding the world-Feed the birds.  Link to Forest School- watch the clip above to discuss what birds are. Identify and name British Birds Set up a range of bird feeders in trees or use window box feeders with different types of bird food. These could include seeds, peanuts, fat balls and dried mealworms. Take small groups to visit the bird feeders and view them from a distance. Explain that they will have to be very quiet when observing the birds. If possible, take photographs of birds on and around the feeders using tablets. Back in the classroom, look at the photographs and see if they can identify any using a garden birds identification sheet. Talk about the types of food that the different birds are eating.	I can identify birds	migrate native binoculars observation identify	Describe some ways that plants or animals should be cared for in order for them to survive.	Plants and animals are living things. Plants need water, sunlight and air to survive. Animals need food, water, air and shelter to survive. There are lots of different types of bird. Some animals need us to feed them during winter.
4	The natural world- Fun in the snow SNOW DAY  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. If it snows, go on a snowy walk, build snowmen, make snowballs and have fun in the snow!	I can use descriptive language.	cold warm cosy melt snowflake	Describe simply how weather changes as the seasons change.	Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain.

5	Chinese New Year  Make comments about what they have heard and ask questions to clarify their understanding. Show the children where China is on a globe. Ask them if they celebrated New Year's Eve. Explain that in China the New Year starts at this time of year. Listen to the story of why each New Year has a different animal associated and explain that gifts are given in red envelopes as a sign of good luck.	I can identify celebrations.	lunar China New Year	Make comparisons with celebrations that the children have experienced.	New Year is celebrated in different ways in different countries.
---	--	------------------------------	----------------------------	--	--

White Rose Science to be taught throughout the term						
Spring	Theme	Vocabulary	Key questions	Adult led	Continuous provision:	Curriculum links:
Week 1	Changes in Winter 	Winter, cold, warm ,freeze frozen, melt, ice rainy, sunny ,frosty snowy ,water leaves, tree change, hibernate hedgehog, polar polar bear, penguin	What does hibernate mean? What changes do you notice in winter? What do you need to wear in the winter?	Take children on a winter walk or explore your outdoor area. Walk to places where leaves have fallen off the trees or where water has frozen. Prompt children to talk about what seasonal changes they notice. Encourage them to discuss what they can see, hear and feel whilst outside. Before you set off on your walk, discuss what they will need to wear if it is cold outside. What clothes will they need and what will they put on their feet to stay warm?	Set up a small-world scene with polar animals, pretend snow and rocks to resemble a polar environment. Freeze small-world characters in the trays of water and encourage children to rescue them	Development Matters – Reception Understand the effect of changing seasons on the natural world around them. Birth to 5 Matters Range 6 : Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes Characteristics of a scientist Children investigate and experience things Notices similarities, difference and changes
Week 2	Let it flow 	Water, wet, dry, flow, float, sink sand , mud container, pour, fill, full empty, mix, large, small tall, wide, shallow, deep	Which is the best container to hold the mud/water? Why? Do you think this will float or sink? Why? Which container will the _____	Read books such as Charlie's Boat by Kit Chase and draw children's attention to the boats floating on the water. Provide children with a range of containers of different sizes and made from different materials. Encourage them to investigate which containers make the most suitable boat. Which containers float and which containers sink?	In the outdoor area, provide a large tray or bucket filled with water. Have a range of objects and containers, including some that will float and some that	Development Matters 3 and 4-year-olds Talk about the differences between materials and changes they notice. Birth to 5 Matters Range 6 Knows about similarities and differences in relation to places, objects, materials and living things Characteristics of a scientist Children have and develop their own ideas Makes attempts to solve problems

			flow through? What happens when you add water to the _____?	Once children have explored a range of containers, encourage them to investigate which other objects float and sink. What else could be used to make a boat?	will sink. Encourage children to investigate and talk about what they notice. Which objects float and which sink	
Week 3	From desert to jungle 	Warm, hot sandy, sunny dry, wet, rainy, jungle, desert, tiger, zebra, giraffe, monkey, ostrich, elephant, lion, snake camel, frog, lizard	What is this animal? Where does this animal live? Is it a hot or cold climate? What might you see in the _____	Using a selection of animal models ask the pupils if they know where the animals come from. Discuss how some environments are different from the one in which the children live. Prompt children to point out the simple characteristics of the various environments, for example, tall trees in the jungle, sand dunes in the desert and ice in the polar regions. Show them on a globe. Ensure children are not under the misconception that all animals with fur live in cold environments or that hot environments are always sandy or dry.	Arrange different habitats and animals for the children to play with.	Development Matters – Reception Recognise some environments that are different from the one in which they live. Birth to 5 Matters – Range 6: Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes Characteristics of a scientist Make links between ideas Identify, sort and group

Week	Physical Development 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Safely negotiating space children show good control and coordination in large and small movements. Introduce the children to the vocabulary of passing. Demonstrate passing the football using the side of the foot for control.	To know how pass the ball accurately.	passing stopping control	Control of large and small movements	To pass the ball accurately we need to use control.
2	Safely negotiating space children show good control and coordination in large and small movements. Introduce the children to the concept of dribbling the ball. Explain that dribbling means keep the ball close to your foot and moving it with control. Set up the posts for the children to move in and out of.	To know how to dribble.	dribble control carefully aim	Control of large and small movements	To dribble the ball it needs to stay close to your feet.
3	Safely negotiating space children show good control and coordination in large and small movements. Revisit the concept of dribbling from the previous week. Explain to the children that this time we are going to dribble the ball and then aim for the goal.	To know how to dribble and aim	dribble control carefully aim accuracy	Control of large and small movements	To dribble the ball it needs to stay close to your feet.
4	Safely negotiating space children show good control and coordination in large and small movements. Revisit the skill of passing the ball with accuracy. Using the side of the foot. Instead of posts this week the children will stand in different positions and the ball gets passed between them. Ball to travel up and down the line of children.	To know how pass the ball accurately.	passing stopping control	Control of large and small movements	To pass the ball accurately we need to use control.
5/6	Safely negotiating space children show good control and coordination in large and small movements. Revisit dribbling and aiming. In teams pupils will dribble the ball to the first post and then aim at the goal.	To know how to dribble and aim	dribble control carefully aim	Control of large and small movements	To dribble the ball accurately we need to use control. To aim for a target we need to be accurate.

In addition, fine motor skills are taught and practised in EAD, English, Handwriting and specific activities available in continuous provision (inside & outside). Gross motor skills also developed daily, through use of the large outdoor equipment.

Week	PSED 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Children can explain a challenge they have faced and discuss how they overcame it. Dreams and goals – piece 1 – Challenge Discuss what a challenge is and how we may overcome it. Children to consider the challenges they face every day and how beat them. Piece 1 - Challenge - Link to website	I understand that if I persevere I can tackle challenges. Think about what the word ‘challenge’ means. Think of time you were challenged. Explain how you overcame the challenge.	Challenge Overcome Perseverance	Listening Reflecting Sharing ideas	Why is perseverance important? What can we do if we find something challenging?
2	Children can explain a time they found something tricky but didn’t give up. Did they achieve their goal? Dreams and goals – piece 2 – never giving up Children to share an experience they’ve had of not giving up. What happened? How did you feel? Discuss why trying is so important, and why we shouldn’t give up. Piece 2 - Never giving up - Link to website	I can tell you about a time I didn’t give up until I achieved my goal. Share my experiences. Explain what you did. Explain why you did it this way.	Challenge Overcome Perseverance	Listening Reflecting Sharing ideas	Why is perseverance important? What can we do if we find something challenging? Why shouldn’t you give up?
3	Children can identify a goal they have, and recognise the steps needed to achieve this goal. Dreams and goals – piece 3 – setting goals Children to explain to their peers what their current goal is. Teacher model first by sharing something they want to get better at. Children to write their goal down.	I can set a goal and work towards it. Share something I want to get better at. Explain my reasons. Write my goal down.	Challenge Overcome Perseverance Goals Team work	Listening Reflecting Sharing ideas	What are goals? Why should we set goals? How can our friends help us achieve our goals.

	Piece 3 - Setting goals - Link to website				
4	Children to consider how they can support their peers in achieving their goals. Dreams and goals – piece 4 – obstacles and support Children to share something kind about their peers during circle time. Consider how hearing kind things makes them feel, and how it makes them feel supported. Piece 4 - Obstacles and support - Link to website	I can use kind words to encourage people. Share something kind. Explain how it makes you feel. Discuss with your peers.	Challenge Overcome Perseverance Goals Team work	Listening Reflecting Sharing ideas	Why is being kind so important? What happens when we are unkind? How does it make you feel?
5	Children to recognise how achieving goals now will help them to be successful in the future. Dreams and goals – piece 5 – flight to the future Children to make links between their future goals and their current goals. Consider how learning to read now will help them get the job they want in the future. Piece 5 - flight to the future - Link to website	I understand the link between what I learn now and the jobs I might like to do when I am older. Explain your goals. Link them to your future goals. Discuss	Impact Planning Achieving Future	Listening Speaking clearly Discussing	Why it is important to do well in school and that it impacts your future choices.
6	Children are able to recognise when they have achieved a goal and what this feels like. They are able to explain how they have done this, and set a new goal that's more challenging. Dreams and goals – piece 6 – footprint awards Have you achieved your goal this half term? How did you achieve it? Children to discuss their goals with each other and set new ones. Piece 6 - footprint awards - link to website	I can say how I feel when I achieve a goal and know what it means to feel proud. Explain your goal. Discuss how you achieved it. Set your next goal.	Challenge Achieving Motivation Accomplishment	Listen Speak clearly Discuss	Reflecting on how we have improved and the goals we have achieved.

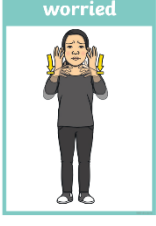
Week	Communication and Language	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
1	Listening, attention and understanding- Winter Facts Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Display a selection of non-fiction books on the theme of winter, ice and snow and watch the video. Talk to the children about the differences between non-fiction and fiction. Look at the contents page, index and glossary with the children and explain what they are used for. Invite them to look at the books and find pictures or facts that interest them. Read the sections of the book that the children show an interest in and encourage them to ask questions to find out more. Talk about their experiences of snow and ice.	I can ask and answer questions.	non-fiction information heading questions answers	Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.	A non-fiction book is one that tells you facts and information about the world around you. Non-fiction books do not have to be read in chronological order.
2.	Listening, attention and understanding-Our Experiences Make comments about what they have heard and ask questions to clarify their understanding. Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Provide a variety of photographs from the project that show the different activities that the children have explored. Invite the children to talk about their	I can make comparisons.	compare globe equator temperature	During small group or one to one discussion, ask questions to find out more and understand what has been said to them.	Some parts of the world are hotter and colder than the UK. The Equator is an invisible line around the world- countries near to the equator are hotter than those that aren't.

	experiences and write down their quotes. Use the photographs and quotes to make a class Winter Wonderland learning journal or display. Provide paper, sound mats, word banks and writing and drawing resources for the children to write simple sentences or draw pictures to add to the journal.				
3	Listening, attention and understanding-Sand and Water Make comments about what they have heard and ask questions to clarify their understanding. Freeze damp sand in different moulds and add to the sand tray with a variety of tools for the children to explore. Practical resources • Silicone moulds • Damp sand • Spades • Trowels • Spoons	I can ask and answer questions.	who what when where how ?	Ask a relevant scientific question to find out more, explain how things work and why they might happen.	Question words include who why, what, when, where and how.
4	Listening, attention and understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Add ice frozen in different shapes and colours to the water tray. Provide cold climate animals to create an icy small world for the children to explore. Practical resources • Moulds and trays • Coloured water • Small world people • Small world cold climate animals.	I can make observations.	float sink hard soft	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.	When we are talking to each other we need to look, listen, think and concentrate.

5	Speaking- Winter Wonderland- Snowflakes Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Watch the video and demonstrate to the children how to make snowflakes.  Practical resources- paper, scissors, glue, glitter Prompts, questions and challenge: Encourage the children to look carefully at the pictures and talk about what they can see. Join in the discussion with your thoughts and ideas.	I can make explanations.	pointy sharp unique cold hard soft explanation	Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.	We can use what we know to make an explanation
6	Speaking- Winter Wonderland Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Display pictures of children playing in the snow alongside the Snowy scenes picture cards for the children to explore and discuss	I can make observations.	pointy sharp unique cold hard soft explanation	Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.	When we observe something, we look at it closely and then we can talk about it. Snow usually occurs in the winter when it is cold. Generally, it does not snow in hotter countries.

British Sign Language

Throughout this term, the children are taught to communicate their feeling using British Sign Language.

	1	2	3	4	5	6
Spring 1	 <u>Happy New Year</u>	 <u>Happy</u>	 <u>Sad</u>	 <u>Worried</u>	 <u>Excited</u>	 <u>Angry</u>

Modern Foreign Languages – French

Throughout this term, the children begin to explore common French questions and answers.

	1	2	3	4	5	6
Spring 1	What is your name? [How you call yourself?] <i>Comment tu t'appelles?</i> <u>Video</u> Additional: <u>Modelling conversation</u>	My name is _____. <i>Je m'appelle _____.</i> <u>Video</u> <u>Song: Say Your Name</u>	How are you? <i>Ça va?</i> <u>Video</u>	Very well, and you? <i>Très bien, et vous?</i> <u>Video</u>	How old are you? <i>quel âge as-tu?</i> <u>Video</u> Extra: <u>Song</u>	I am 4/5 years old. <i>J'ai ____ ans.</i> <u>Song</u>

Music (Sparkyard scheme)

TERM 2, STEP 1: What's The Pattern?

ACTIVITY	What's The Weather Today? Ideal for a single session	A Week Of Sounds Ideal for a single session	Mouse And Giant Music Ideal for 1-2 sessions
WHAT'S ACHIEVABLE	★ To match movements to music and follow musical cues ★ To begin to recognize the structure of a song ★ To follow simple notation	★ To begin to recognize the structure of a song ★ To explore different ways of playing instruments ★ To follow simple notation ★ To recall simple sound sequences	★ To begin to recognize the structure of a song ★ To explore creative movement ★ To recognize loud and quiet sounds ★ To describe simple sound sequences
SONG CHOICE	When It's A Sunny Day Happy Sun High Mister Wind Wet, Wet, Wet! Marching In The Snow Jack Frost Wet Play I Need A Brolly!	Sing A Week Socks 7 Days A Week	The Mouse and The Giant Let's Be Quiet Spider Music Sleeping Bunnies
WHAT YOU NEED	Box of clothes and props – sunglasses, sun hats, sun cream, scarves, hats, umbrella, wellies; weather symbol cards; space to move	Days-of-the-week cards or class calendar; space for movement; percussion instruments and corresponding picture cards; plastic eggs or small containers; materials to fill the eggs, e.g. rice, pasta, beads	A mouse puppet and a giant puppet; puppet theatre or table; drums; several identical picture cards with a mouse on and several with a giant on
INTER-RELATED DIMENSIONS OF MUSIC	Articulation Dynamics Pulse Rhythm Structure Tempo Timbre	Dynamics Pulse Rhythm Structure Tempo Timbre	Dynamics Pulse Rhythm Structure Tempo Timbre
MUSICAL SKILLS Click here for the full Musical Skills document	Singing & Voice Play: 1, 2, 6, 7 Listening: 4, 5 Movement & Imagination: 3, 4	Singing & Voice Play: 1, 5, 6 Listening: 3, 4, 6 Movement & Imagination: 2, 3, 4 Composing & Notating: 4	Singing & Voice Play: 1, 5, 6 Listening: 3, 4, 6 Movement & Imagination: 2, 3, 4 Composing & Notating: 4, 5
LISTEN/LOOK	<i>Here Comes The Sun</i> by The Beatles <i>Singin' In The Rain</i> by Arthur Freed and Nacio Herb Brown		<i>Nina Nanna</i> , Italian Lullaby <i>Wiegenlied</i> or <i>Lullaby</i> , Op. 49, No. 4
LESSON FEATURES	 TAKE IT HOME  LEARNING LINE	 GET PLAYFUL	 GET PLAYFUL  TAKE IT HOME
EYFS EARLY LEARNING GOALS			

TERM 2, STEP 2: Playing Musical Patterns And Accompaniments

ACTIVITY	Pass The Parcel Ideal for a single session	Spider Beats Ideal for 1-2 sessions	Percussion Patterns Ideal for 1-2 sessions
WHAT'S ACHIEVABLE	★ To respond to musical cues ★ To move in time with the music ★ To play instruments to a steady pulse ★ To name classroom percussion instruments	★ To play untuned percussion to a steady pulse ★ To follow a simple graphic score ★ To use songs and music for creative movement	★ To move to the pulse of a song ★ To perform simple musical accompaniments ★ To play simple rhythms
SONG CHOICE	Sing A Week Socks Hello, Hello Wet, Wet, Wet!	Spidery Legs Spider Spins Spider Music Spider Goodnight	The Marching Band I Love My Car The Best If You Were A Turkey Dandelion Clocks
WHAT YOU NEED	Classroom percussion instruments; a teddy bear; 'Loud' and 'Quiet' cards; tinfoil and small items such as beads, pasta and feathers; Play-Doh; modelling tools	Paper plates; pipe cleaners; percussion instruments including tambourines, maracas and woodblocks; corresponding instrument cards; 'Loud' and 'Quiet' cards; number cards from 1-8	Percussion instruments including tambourines, woodblocks, glockenspiels, maracas; corresponding instrument cards; role-play area; unused instruments; tablet or CD player
INTER-RELATED DIMENSIONS OF MUSIC	Dynamics Pulse Rhythm Timbre	Dynamics Pulse Rhythm Timbre	Pulse Rhythm Structure Timbre
MUSICAL SKILLS Click here for the full Musical Skills document	Singing & Voice Play: 1, 7 Listening: 4, 5 Playing & Exploring: 2, 3, 5, 8 Movement & Imagination: 1, 2, 4, 6 Composing & Notating: 4, 5, 6	Singing & Voice Play: 1, 6, 7 Listening: 1, 2 Playing & Exploring: 2, 3, 5 Movement & Imagination: 1, 3, 6, 7 Composing & Notating: 5, 6	Singing & Voice Play: 1, 2 Listening: 2, 3 Playing & Exploring: 2, 3, 5, 6, 8 Movement & Imagination: 2 Composing & Notating: 6
LISTEN/LOOK	'Hornpipe' from <i>Water Music Suite in D Major</i> by Handel 'Preparation for The Ball' Op. 56 from <i>Romeo and Juliet</i> by Kabalevsky 'The Viennese Musical Clock' from <i>Háry János</i> by Kodály	<i>Maple Leaf Rag</i> by Scott Joplin 'Fossils' from <i>Carnival of The Animals</i> by Saint-Saëns <i>Variation 9</i> by Peter Child	Examples of percussion instruments
LESSON FEATURES	 GET PLAYFUL	 GET OUTDOORS  LEARNING LINE	 GET PLAYFUL
EYFS EARLY LEARNING GOALS			

KEY EYFS EARLY LEARNING GOALS

	Communication & language		Physical development		Personal, social & emotional development
	Literacy		Mathematics		Understanding the world
			Expressive arts & design		

KEY EYFS EARLY LEARNING GOALS

	Communication & language		Physical development		Personal, social & emotional development
	Literacy		Mathematics		Understanding the world
			Expressive arts & design		

RECEPTION MUSIC CURRICULUM – MUSICAL SKILLS

LISTENING	SINGING & VOICE PLAY	PLAYING & EXPLORING	MOVEMENT & IMAGINATION	COMPOSING & NOTATING
1 Describe sounds and music using simple language (e.g. loud/quiet/fast/slow/scary). 2 Identify sounds in the environment and match instruments to sounds. 3 Describe and compare sounds created by instruments and voices. 4 Listen and respond to simple musical instructions (e.g. performing correct action, stopping when the music stops, responding to changes in dynamics or tempo). 5 Listen to music and respond with simple ideas 'the music makes me think of...' 6 Listen and remember a sequence of sounds (e.g. high, low, high).	1 Join in with familiar songs as part of the class or small group. 2 Build a bank of familiar songs and rhymes (e.g. counting songs, nursery rhymes, routine songs) and talk about them with others. 3 Use singing voice in play activities (e.g. in role play, playing in sand). 4 Experiment with voice sounds (long, short, high, low sliding, humming) and understand the difference between a 'speaking' and a 'singing' voice. 5 Copy simple phrases showing an awareness of pitch and rhythm. 6 Respond to the structure or mood of a song or rhyme (e.g. anticipating a chorus, adding appropriate actions or changing voice). 7 Show an awareness of others when singing and performing (e.g. taking turns in musical games, working with a partner, showing awareness of audience).	1 Experiment with different ways to create sound in both play and teacher-led activities (e.g. using instruments, sound-makers, body percussion). 2 Handle instruments and sound-makers with increasing control (e.g. tapping claves together), using simple dynamics (loud, quiet) and tempo (e.g. fast, slow). 3 Name instruments and sort them by their material (e.g. wood, metal) or how they are played (e.g. shake, tap). 4 Improvise instrumental and vocal sounds in response to a stimulus (e.g. loud sounds for lion, squelchy sounds for 'mud'). 5 Use instruments to accompany a simple song (e.g. tapping the pulse or adding simple tuned accompaniment). 6 Play simple rhythms and melodies from songs (e.g. tapping syllables). 7 Explore the effect of combining sounds. 8 Respond to simple musical cues (e.g. knowing when to start and stop, simple dynamics). 9 Experiment with simple musical patterns (e.g. tap, shake, tap, shake; high, low, high).	1 Move to the pulse of the music when singing. 2 Tap pulse and/or simple rhythms 3 Explore a range of expressive movements to match sounds (e.g. actions, body percussion, dance). 4 Respond to agreed musical cues (e.g. adding appropriate action, stretching tall as the music gets higher). 5 Listen and copy simple sound and movement sequences. 6 Invent movements in response to musical cues (e.g. circling dance ribbon slowly to match slow music; mark-making to music). 7 Respond freely to songs and music, exploring ideas and following own paths of interest.	1 Choose sounds for a purpose, trying out and adjusting musical ideas. 2 Choose descriptive sounds to match characters or objects (e.g. bells for twinkly stars). 3 Play with the structure of a simple song to create new versions (e.g. replacing words, adding actions). 4 Create simple musical patterns (e.g. play/stop/play/stop; saucepan/sieve/saucepan; loud/quiet/loud/quiet). 5 Follow simple notation (e.g. picture cards). 6 Use a variety of notations to represent musical ideas (e.g. pictorial, natural objects, storyboards). 7 Create music from non-musical starting points (e.g. artwork, movement, nature). 8 Reflect on music-making (e.g. what worked well/what could we change?).

