



Reception- Autumn 2- Sparkle and Shine

Literacy

We will be exploring a range a text including: Chapatti Moon, Owl Babies and the Mixed-up Chameleon. We will be using our phonics to write labels for parcels and letters to Father Christmas. We will continue to learn our phonic sounds.

Mathematics

We will start with identifying different representations of numbers up to 5. We will learn to find one more and one less than a number. We will look at how all numbers are made up of smaller numbers using lots of different equipment, including five frames. We will start to subitise numbers, where we instantly recognise a small quantity without having to count how many there are. We will then move onto shapes looking at their sides and recognising them on everyday items. We will work on time by talking about night and day and ordering key events in our daily routines.

Physical Development

We will be learning to travel in different ways using different apparatus. We will develop our fine motor skills through a range of activities including: threading, playdough and cutting. We will be learning to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to create art, including Rangoli Patterns and Christmas cards.

Communication and Language

We will be learning about celebrations' will be looking at photographs discussing our experiences of celebrations. We will be learning how to ask questions to find out more about the features of different celebrations.



Personal, Social and Emotional Development

"Celebrating Difference"

We will be celebrating our differences and identifying what we are good at. We will be using kind words and learning how to give and receive compliments. We will be finding out about different celebrations and cooking special foods.

Expressive Arts and Design

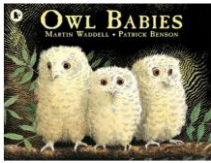
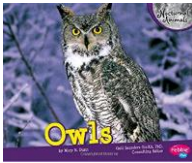
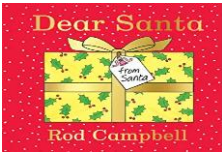
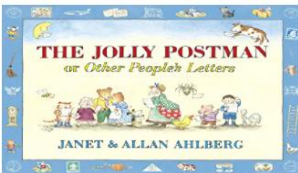
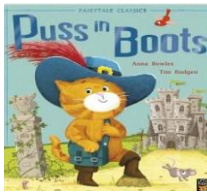
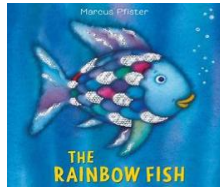
Exploring media and materials: During music lessons we will be listening to music from around the world and learning songs for our performance. We will be using clay to create Diva lamps. We will use scented play dough to create our celebration food.

Understanding the World

The World: We will be thinking about where in the world different celebrations take place.

People and Communities: We will be identifying the similarities and differences between Diwali, Christmas and Bonfire Night. We will be learning about which objects are shiny and why.

Technology: We will use software to create Rangoli patterns and firework images

Phonics 	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 Assessment Week	
English	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Contexts	Chapatti Moon by Pippa Goodheart and Lizzie Finlay 	Owl Babies 	Non-fiction text Owls 	Dear Santa 	The Jolly Postman 	Puss in Boots 	The Rainbow Fish 

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	It's Me 1, 2, 3 Representing 1, 2 and 3	I can: Count forwards and backwards	represent, count	Identify representations of 1, 2 and 3. Subitise or count to find how many. Count to 3 and back to 1 Make collections of 1, 2 and 3 objects. Count up to 3 objects in different arrangements.	Children say one number for each object counted, making sure they count each object only once and have counted every object. Know the order of numbers 1, 2 and 3. Know that the final number they say is the number of objects in the group.
2	It's Me 1, 2, 3 Comparing 1, 2 and 3 Composition of 1, 2 and 3	I can: Compare numbers I can: Represent numbers to 3 I can: Partition numbers to 3.	More, less, most, fewer, same Whole, part,	Say which set of objects is bigger or smaller, which sets have the same number of objects. Say which small numbers make up 2 and 3.	As we count, each number is 1 more than the number before. As we count back, each number is one less than the previous number. Know that all numbers are made up of smaller numbers.
3	It's Me 1, 2, 3 Circle and triangles Positional language	I can: Recognise shapes I can: Use positional language	Circle, triangle Next to, on, over, under, into, around, through, behind, between	Name triangles and circles correctly. Use positional language to describe a route. Follow instructions for where to put things.	Recognise circles have one curved side and triangles have 3 straight sides, no matter which way they are turned.
4	Light and Dark Representing numbers to 5	I can: Represent numbers to 5	Whole, part, smaller, bigger, more, less, numeral	Make a collection of up to 5 objects and count them correctly. Recognise the numerals to 5 Show numbers to 5 on their fingers	Count on or back to 5 Count or subitise sets of 5 objects. Know each number has a numeral to represent it. Know that the number of objects will not

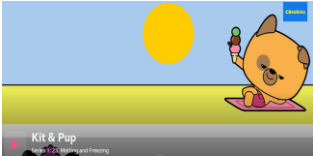
				Count forwards to 5 and back to 1.	change, even if they are rearranged, if none are added or taken away. Understand that anything can be counted including things that cannot be touched such as sounds and movements.
5	Light and Dark Composition of 4 and 5 One more and one less	I can: Partition numbers to 5. I can: Find one more and one less than numbers to 5	Whole, part, composed, subitise, more, less	Show numbers to 5 on a five frame. Say how many there will be if they add one more or take one away.	Know that if a five frame is full then there are 5. Recognise the link between counting forwards and one more, and counting backwards and one less.
6	Light and Dark Shapes with 4 sides Time	I can: Find shapes with 4 sides. I can: Order events during my day	Square, rectangle, straight, corner, equal Day, night, morning, afternoon, before, after, today, tomorrow	Can find squares and rectangles on everyday items in the classroom. Put key events from the day in order Say what events happen at night time or day time.	Squares and rectangles have 4 straight sides and 4 corners. Squares are special rectangles with 4 equal sides. Squares and rectangles can be different sizes and orientations.

Week	Expressive Art & Design 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Create a Diva Lamp- This lesson may need to be moved. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Link to Understanding the world Listen to the story of Diwali and link to other festivals that we know. Demonstrate creating a Diva lamp- show the pupils how to smooth the sides using slip and how to add decoration and detail. Take the children into a darkened room i.e. the hall and create a light parade invite parents, sing this little light of mine.	I can manipulate materials Roll my clay Mould a shape with my hands	Pinch Mould Round Smooth Shiny	Rolling, squeezing, pushing, pulling and pinching malleable materials	Some materials can be moulded into different shapes.
2	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Making poppies from a variety of materials including clay, card, painting, cutting and sticking.	I can use materials to make different objects.	Clay Malleable Materials	Construct simple structures and models using a range of materials	Different materials have different properties and can be used for different purposes.
3	Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. Read the Three Billy Goats Gruff Display pictures of different bridges and provide the children with a range of resources, including newspaper rolled tightly into tubes, corrugated cardboard, cardboard tubes, string, masking tape and scissors. Set the children the challenge of making a bridge to span two tables or two chairs. Explain that when they have made the bridge, you will test it together to see how many toys it can hold. Encourage the children to work together in teams to make their bridge. Ask them to decide which materials they will	I can use materials to make different objects.	strong sticky bendy properties	Construct simple structures and models using a range of materials	Different materials have different properties and can be used for different purposes.

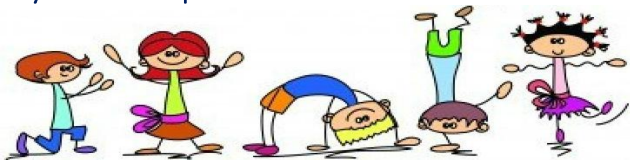
	use and how they will attach their bridge to the tables or chairs.				
4	Listen to a variety of music and sounds. Listen to the different fairy tale themed songs together and then Set up a listening station and play a variety of fairy tale-themed music and songs. Practical resources • Scarves • Ribbons • Fairy tale-themed songs and music Prompts, questions and challenge • Add scarves and ribbons to dance with as they listen to the music.	I can talk about how music makes me feel.	feelings happy, sad, angry, lonely, joyous, emotional	Listen to a variety of music and talk about how it makes them feel.	Music has different features. It can be loud, quiet, soft, fast, slow and can make us feel different emotions
5-7	Safely use and explore a variety of materials, tools and techniques, experimenting with colour. Rangoli patterns using a range of materials. Including rice, paint, sequins. Making Christmas Cards- Link to English and Communication, Language and Literacy Visit to the Post Office or visit from the post-person. Making Christmas Decorations- link to Understanding the World	I can use different materials for different purposes.	materials shiny matt transparent translucent	Construct simple structures and models using a range of materials.	Different materials have different properties and can be used for different purposes.
	Throughout the half term we will be rehearsing our Christmas Nativity.				

Week	Understanding the world.	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
1	Understand the past through settings, characters and events encountered in books read in class and storytelling. Display pictures of Kings and Queens. Ask the question 'How do we know that these people are kings or queens?' Invite the children to describe the pictures and talk about the clothes that the people are wearing. Provide each child with a photograph of their face stuck to a blank piece of paper. Explain that they are going to draw themselves as a king or queen. Encourage them to think about their outfit and what accessories they will need to show that they are royal. Ask the children to add labels, captions or simple sentences to their pictures.	I know about the past and present.	Queen King royalty character living castle dead	Explore and talk about pictures, stories and information books on the theme of royalty.	Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories.
2	Sort and group materials and resources and talk about how they are similar or different. Read the story <i>The Princess and the Pea</i>. Explain that they have been given the job to find the best material to make a comfortable bed for the princess. Allow the children to handle a range of materials including cotton wool, felt, hessian, bubble wrap, wadding and foam. Encourage them to describe how each of the materials feel. Then give each child a small dried pea to put underneath the materials, showing them how to press down to test. Ask 'What can you feel?' Ask the children to sort the materials into 'Can feel the pea' and 'Cannot feel the pea'. Ask the children to choose	I can compare materials.	material property soft hard flexible sort	Compare and group objects and materials according to simple given criteria.	Objects can be compared and grouped according to their shape, colour, material or use.

	which materials they would use to make the mattress and explain why.				
3	Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Using old photographs of the school and artefacts loaned from MK museum discuss the similarities and differences between life in the past and life today. Encourage the pupils to ask and answer questions and discuss their likes and dislikes.	I can make comparisons.	past present future clothes outfits	Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.	The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.
4	The natural world Explore the natural world around them, making observations and drawing pictures of animals and plants. Seasonal Lesson Which Season is it? How do you know? What are the features of this season? Go on a seasonal walk and identify the seasonal changes. Take photographs and display in school.	I can make observations.	Seasons changes	With support, observe, record and talk about materials and living things.	There are four seasons.
5	The natural world Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Depending on the orchard this may need to be in the first half term. This lesson can also be completed with pumpkins. Leave the fruit out for the week and observe the changes.	Observe changes.	changes seasons time natural	With support, observe, record and talk about materials and living things.	Natural objects usually change and decompose over time.

White Rose Science to be taught across the autumn term- this is a continuation from last half term.						
Week 4	Let's go outside 	Mud, grass water, ice tree leaf, sticky, rough, smooth wet, soft ,hard cold ,dry, rainy cloudy, sunny windy, snowy weather, autumn	What changes do you notice? What does it feel/look/smell like? What is the same/different?	After reading books such as Leaf Man by Lois Ehler, take children on an observational walk around the school grounds or local environment. Talk about what children can see and hear around them and describe the changes that they notice such as the leaves falling from some trees. Encourage children to collect natural resources such as leaves, sticks and conkers. Prompt them to use the items they have collected to create some natural artwork.	Enhance the mud kitchen with a range of natural materials, such as a variety of herbs and loose parts. Prompt children to explore and use their senses to notice the similarities and differences between the objects.	Development Matters – Reception Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Birth to 5 Matters Range 6 Looks closely at similarities, differences, patterns and change in nature Characteristics of a scientist Children concentrate and keep on trying if they encounter difficulties. Collect simple information and mark make.
Week 5	What's changed? 	Melt, changed same, different, hard, soft runny, hot cold warm, burn, mix, wet dry, heat, fire, cool		Give each child a small piece of chocolate and encourage them to hold it in their hand. Discuss what happens and why the chocolate has melted. Show children the bar of chocolate and then demonstrate putting the chocolate in the microwave and	Have ice cubes ready for the children to put in different parts of reception including outside. Discuss where it melted quickest and the reasons why.	Development Matters – 3 and 4-year-olds Talk about the differences between materials and changes they notice. Birth to 5 Matters Range 5 – Talks about why things happen and how things work Range 6 – Knows about similarities and differences in relation to

				melting it. How has it changed? Add some rice krispies and leave it to set- notice the snags again.		places, objects, materials and living things Characteristics of a scientist Children investigate and experience things. Talk about what they have done and found out.
Week 6	Night and day 	Animal, nocturnal, owl badger, fox hedgehog, bat stars, moon sun, night, light, day, shadow, torch daylight, asleep, awake evening morning	What is a nocturnal animal? Which animals are nocturnal? What can you see at night/during the day?	Read Owl Babies. Discuss nocturnal animals, explaining that these animals are awake and active at night, while we are asleep. Prompt children to discuss what they notice about the nocturnal animals. Highlight to children how the animals' features help them in the dark at night. For example, owls have large eyes to help them see in the dark.	Provide children with chalk, glitter and black paper in the creative area. Talk to children about what they can see at night, such as the moon and stars. Encourage them to create night-time pictures on the black paper	Development Matters – Reception Understand the effect of changing seasons on the natural world around them. Birth to 5 Matters Range 5 – Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Range 6 – Makes observations of animals and plants and explains why some things occur, and talks about changes Characteristics of a scientist Develop strategies for doing things. Ask questions to find out more.

Week	Physical Development 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Safely negotiating space Moving with control	Play games Listen to instructions Take turns Move in different ways	Communicate Collaborate Teamwork	Communicating, collaborating and competing	Understand the rules of different games and know associated vocabulary.
2	Safely negotiating space Moving with control	Play games Listen to instructions Take turns Move in different ways	Communicate Collaborate Teamwork	Communicating, collaborating and competing	Understand the rules of different games and know associated vocabulary.
3	Safely negotiating space Moving with control	Play games Listen to instructions Take turns Move in different ways	Communicate Collaborate Teamwork	Communicating, collaborating and competing	Understand the rules of different games and know associated vocabulary.
4	Children show good control and coordination in large and small movements. Using large apparatus	Travel on apparatus Listen to instructions Take turns Move in different ways Bend my knees when I land	Travel Over Under Movement Balance	Agility, balance and coordination	Vocabulary of the names of P.E. equipment and ways of moving.
5	Children show good control and coordination in large and small movements. Using large apparatus	Travel on apparatus Listen to instructions Take turns Move in different ways Bend my knees when I land	Travel Over Under Movement Balance	Agility, balance and coordination	Vocabulary of the names of P.E. equipment and ways of moving.
6	Children show good control and coordination in large and small movements. Using large apparatus	Travel on apparatus Listen to instructions Take turns Move in different ways Bend my knees when I land	Travel Over Under Movement Balance	Agility, balance and coordination	Vocabulary of the names of P.E. equipment and ways of moving.

7	Children show good control and coordination in large and small movements. Using large apparatus	Travel on apparatus Listen to instructions Take turns Move in different ways Bend my knees when I land	Travel Over Under Movement Balance	Agility, balance and coordination	Vocabulary of the names of P.E. equipment and ways of moving.
In addition, fine motor skills are taught and practised in English and 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: Celebrating Difference 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Can describe self in positive terms and talk about abilities. Celebrating difference – piece 1 – What am I good at? Identify something I am good at and understand everyone is good at different things. Discuss if we are all good at the same things, and why this makes us unique? What am I good at? lesson plan link	I can identify something I am good at and understand that everyone is good at different things. Think about what you are good at. Consider why this makes you unique. Reflect.	Abilities Individual Achievements Unique Attributes	Listening Reflecting Sharing ideas	Can I describe my positive attributes? How am I unique?
2	Can describe self in positive terms and talk about abilities. Celebrating difference – piece 2 – I'm special, I'm me! Work as a group to find out the different things we're good at. Consider and understand how differences make us special. I'm special, I'm me! lesson plan link	I understand that being different makes us all special. Think about what makes you special. Share your strengths. Listen to others. Compare and reflect.	Differences Interests Opinions Strengths Differences	Listening Speaking clearly Sharing ideas Reflecting	Can I confidentially explain what I'm good at? Can I listen and reflect on others interests and compare them to my own?
3	Confident to speak to others about own needs, wants, interests and opinions. Celebrating difference – piece 3 – Families See similarities and differences between themselves and their peers. Consider what a family is, and what they can look like. Families lesson plan link	I know we are all different but the same in some ways. Explain what family means. Think about the similarities and differences between our families. Reflect.	Family Similarities Differences	Listening Sharing ideas Noticing Reflecting	What is a family? What does my family look like? Can I be part of more than one family? Can I recognise similarities and differences between groups of people?

4	Confident to speak to others about own needs, wants, interests and opinions. Celebrating difference – piece 4 – Homes Consider how homes look different around the world. Discuss how the homes look different to the one they live in. Children to share how their home is special to them and what it's like. Houses and homes - KS1 The World Around Us - BBC Bitesize Homes lesson plan link	I can tell you why I think my home is special to me. Describe your home. Explain why your home is special. Compare our houses. Reflect.	Tepee Apartment Mansion Houses Home	Listening Speaking clearly Discussing Reflecting	What does a home look like? Are all homes the same? Why is my home special to me? Can I feel at home in more than one place?
5	Understands that own actions affect other people Celebrating difference – piece 5 – Making friends Children to reflect on what a friend is. Discuss how we make friends and how we can be kind friends. Making friends lesson plan link	I can tell you how to be a kind friend. Explain what a friend is. Discuss how we can be kind friends. Reflect.	Empathy Friendships Reflecting Kindness	Listening Sharing ideas Discussing	What is a friend? What can we do to be a kind friend? Who are your friends?
6	Children are confident to speak in a familiar group. Celebrating difference – piece 6 – Standing up for yourself. Children to consider how witnessing unkind behaviour makes them feel. Understanding how to stand up for themselves appropriately when people are unkind. Discuss some unkind things children may say to each other and talk about why they shouldn't be said. Standing up for yourself lesson plan link	I know which words to use to stand up for myself when someone says or does something unkind. Understand what being unkind means. Explain the effect being unkind could have. Reflect.	Encountering Scenario Unkind Friendships Feelings Emotions	Listen Share ideas Reflect Discussing	What does being unkind mean? What effect might being unkind have on someone? Which words are right to use to resolve a conflict?

	Communication and Language 	Learning Intention and Success Criteria	Key Vocabulary 	Key skills 	Key Knowledge 
1	Listening, attention and understanding 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. Explain what a character is and talk about characters that they might know from films and books. Invite the children to describe the characters and say what they know about them and the stories they are from. Have a selection of characters and pupils sort them in goodies and baddies.	I can use adjectives	character setting goody baddy adjective	During small group or one to one discussions, ask questions to find out more and understand what has been said to them.	Characters take on different roles in stories.
2	Retelling stories Listening, attention and understanding 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. Set up a fairy tale-themed reading den. This could take the form of a castle, woodland cottage or woodland scene. Provide baskets of fairy tale-themed stories and books and, if possible, provide audio versions of the books for children to listen to. Ask the children to select their favourite story and talk about why they like it. Find out if the other children are familiar with the story. Choose a story to read to the group and encourage the children to join in with any repeated refrains or familiar language.	I can retell a story.	character setting goody baddy adjective	Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.	We can retell a story without using a book.
3.	understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking	I can retell a story.	character setting goody baddy adjective	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.	We can retell a story without using a book.

	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. Display a model castle with a range of small world figures for imaginative play. Include some valiant knights, a giant, a king and his soldiers, a wicked queen and other fairy tale characters. Discuss the characters and their roles with the children. Play alongside the children and support them with their vocabulary and communication skills.				
4	Woodland Tales Listening, attention and understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Set up a woodland scene in a Tuff Tub using small logs, branches, pebbles and woodland creatures. Add boxes or blocks to represent cottages and small world characters from fairy tales set in the woods. These could include Goldilocks, Little Red Riding Hood, a wolf, the Three Bears, Grandma and a woodcutter. Invite the children to play with the resources and make up stories using the props. Practical resources Tuff Tub, Small logs, Branches, Pebbles, Small world woodland creatures, Small world fairy tale characters or wooden peg dolls	I can retell a story. I can use story language.	character setting goody baddy adjective	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities	We can retell a story without using a book.
5	Wanted1 Speaking 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. Read the story <i>Little Red Riding Hood</i> to the children. Then, introduce them to the game, <i>What's the time, Mr Wolf?</i> Make sure that each child has a go at being the	Play cooperatively with others.	game fun play team cooperation taking turns	Take part in small group activities confidently.	Playing games helps us to make friends and have fun.

	wolf. Encourage the children to count the number of steps carefully as they play.				
6	Potions (Link to Forest School) Listening, attention and understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Make magic potions by adding bubble bath to water. Add hand whisks for the children to make the mixture thick and foamy. Provide pots, food colouring and pipettes for the children to change the colour of the potion. Add sequins and glitter for interest and magic wands for stirring and mixing.	Create a prop.	mixture mess shake stir tip natural	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.	We can create props to use in our stories.
7	Sparkle and Shine- Celebrations/Tell me a story Listening, attention and understanding Make comments about what they have heard and ask questions to clarify their understanding. Explain that a celebration is a way of remembering a special event or day. Give the children time to discuss their experiences of celebrations and ask questions to find out more about celebrations, such as when they take place, special clothes that are worn, special foods that are eaten and ceremonies associated with the celebration. Encourage the children to speak clearly and listen to each other to gain new knowledge. Discuss similarities and differences between the celebrations and encourage the children to bring in pictures of their own special celebrations to talk about and use them to create a child-led display with captions. Create a den filled with artefacts and books from different celebrations, display the vocabulary the children have learnt and discuss what they know what they have found out etc. Watch the Nativity film 	Know what a celebration is.	Fireworks night Divali Christmas Eid	During small group or one to one discussions, ask questions to find out more and understand what has been said to them.	A celebration is a way of remembering a special event or day. Everyone is different and special. There might be things that make them similar or different to others, including their appearance or things they like to do.

British Sign Language

The children revisit a familiar nursery rhyme using British Sign Language. They are then taught the following signs throughout the term.

	1	2	3	4	5	6
Autumn 2	 <u>Miss Polly Had a Dolly</u>	 <u>Please</u>  <u>Thank you</u>	 <u>Well done</u>	 <u>Help</u>	 <u>Sorry</u>	 <u>Merry Christmas</u>

Modern Foreign Languages – French

This half term, the children are taught the following French vocabulary throughout the term.

	1	2	3	4	5	6
Autumn 2	Hello <i>bonjour</i> <u>Video</u>	Goodbye <i>au revoir</i> <u>Video</u>	Yes <i>oui</i> <u>Video</u>	No <i>non</i> <u>Video</u>	Please <i>s'il vous plaît</i> <u>Video</u>	Thank you <i>merci</i> <u>Video</u>

Music (Sparkyard scheme)

TERM 1, STEP 3: Instruments Everywhere

ACTIVITY	Spy An Instrument Ideal for 2 sessions	Autumn Leaves Ideal for 1-2 sessions	Match The Instrument Ideal for a single session	Play The Rhythm Ideal for 1-2 sessions
WHAT'S ACHIEVABLE	★ To take turns in a simple call-and-response chant ★ To investigate the timbre of instruments and sound-makers	★ To explore timbre of instruments ★ To create simple sound imagery inspired by a song	★ To investigate the timbre of instruments and sound-makers ★ To explore ways of sorting instruments ★ To name some classroom percussion instruments ★ To handle instruments with control	★ To tap rhythms of words ★ To tap a rhythm using instruments and body percussion ★ To find different ways of sorting instruments ★ To explore instrumental timbre
SONG CHOICE	Call-and-response chant Can I Spy With My Little Eye? Sounds Sound Collectors	Autumn Leaves Crunching Through The Leaves Dance Of The Leaves Autumn's Here The Gift of Autumn Picture of Autumn What's Your Favourite Thing?	Our Big Band Can I Spy With My Little Eye? Blow, Tap, Pluck, Shake I Can Play Sound Collectors Put It Back! The Tidy-Up Team Tidy Up!	One, Two, Three, Four, Five Old MacDonald Had A Farm Ten Fat Sausages Can I Help You? Bang, Tap, Stop! Pull A Christmas Cracker Big Red Combine Harvester Wet, Wet, Wet! Fairytale Tea Party The Sky Is Falling Blow, Tap, Pluck, Shake Can I Spy With My Little Eye?
WHAT YOU NEED	Items made from the materials in <i>Can I Spy With My Little Eye?</i> (glass, metal, wood, plastic, paper); suitable items to create sound-makers with (e.g. tables, chairs, spoons, tinfoil, paint pots, brushes, bubble wrap); junk instruments	Percussion instruments such as cymbals, tambourines, wind chimes, glockenspiels, shakers, cabasas, rainsticks; sticks; tarpaulin; leaves; stones or gravel; water and sieves; dances ribbons or scarves; access to outdoor space	Collection of percussion instruments (tambourines, triangles, woodblocks, shakers); Stop/Go signs; instrument labels and pictures	A small bag or box; pictures of classroom objects (e.g. table, chair, carpets, pencil, pots, door) and parts of the body (e.g. knees, hands, feet); a collection of untuned instruments and some corresponding musical-instrument picture cards; access to outdoor space
INTER-RELATED DIMENSIONS OF MUSIC	Rhythm Structure Timbre	Dynamics Structure Timbre	Dynamics Tempo Timbre	Dynamics Pitch Pulse Rhythm Structure Timbre
MUSICAL SKILLS Click here for the full Musical Skills document	Singing & Voice Play: 1, 5, 7 Listening: 3, 4, 5 Playing & Exploring: 1, 2, 3, 9 Movement & Imagination: 4, 5	Voice Play & Singing: 4 Listening: 1, 2, 6 Playing & Exploring: 1, 2, 3, 4, 9 Movement & Imagination: 3, 6, 7	Listening: 1, 2, 3 Singing & Voice Play: 1 Playing & Exploring: 1, 2, 3, 6 Composing & Notating: 1, 2	Listening: 1, 2, 3, 5 Singing & Voice Play: 1, 2, 5 Playing & Exploring: 1, 2, 3, 6 Movement & Imagination: 1, 2 Composing & Notating: 5
LISTEN/LOOK	'Dance Of The Sugar Plum Fairy' from <i>The Nutcracker</i> by Tchaikovsky Wheelie-bin rhythms	<i>The Fall Of The Leaf</i> by Imogen Holst		Ice Instruments <i>Jesu, Joy Of Man's Desiring</i> by J.S. Bach
LESSON FEATURES	 			
EYFS EARLY LEARNING GOALS				

TERM 1, STEP 4: Playing With Songs

ACTIVITY	Find That Rhyme! Ideal for 1-2 sessions	Socks! Ideal for 1-2 sessions	Make A Picture With Shapes Ideal for 2 sessions	Take A Song For A Walk Ideal for a single session
WHAT'S ACHIEVABLE	★ To sing songs with simple structures ★ To respond to simple rhythmic structures ★ To compose simple rhyming lyrics ★ To create and follow a simple graphic score	★ To respond to music with creative movement ★ To control instruments and sound-makers ★ To create simple sound sequences ★ To create and follow simple notation	★ To control instruments and sound-makers ★ To create simple sound sequences ★ To create and follow simple notation ★ To respond to music	★ To enjoy singing as a group ★ To learn about musical traditions
SONG CHOICE	We're Off To Rhyming Land We Speak In Rhyme Find A Rhyme Can You Think Of A Word? Humpty Dumpty Incey Wincey Wind The Bobbin Up Row, Row, Row Your Boat	Spotty Socks Socks Christmas Stocking Put Your Socks On Your Ears Happy Christmas	Make A Picture With Shapes	Away In A manger Christmas Conga Line Up, Line Up The Mince Pie Song Five Little Elves Happy Christmas
WHAT YOU NEED	Tambourine; claves; paper; rhyming pictures or objects (dog/ frog; clock/sock; house/mouse; goat/boat; bear/chair; duck/truck)	A collection of brightly coloured and patterned socks; washing line; teddy bear or teddy-bear picture; collection of percussion instruments; dance ribbons; space for movement	Large sheets of paper or whiteboards; small shapes; a collection of percussion instruments	Camera or iPad™/tablet; device and Bluetooth™ speaker; triangles
INTER-RELATED DIMENSIONS OF MUSIC	Pitch Pulse Rhythm Structure	Dynamics Pulse Rhythm Structure Tempo Timbre	Dynamics Structure Tempo Texture Timbre	Pitch Pulse
MUSICAL SKILLS Click here for the full Musical Skills document	Listening: 3, 5 Singing & Voice Play: 1, 2, 5, 6 Playing & Exploring: 5, 6 Movement & Imagination: 1, 2, 4 Composing & Notating: 3, 6	Listening: 3, 6 Singing & Voice Play: 1, 2, 6 Playing & Exploring: 1, 2, 9 Movement & Imagination: 6, 7 Composing & Notating: 3, 6, 7	Listening: 3, 6 Singing & Voice Play: 1, 2, 6 Playing & Exploring: 2, 3, 7, 9 Movement & Imagination: 3, 6, 7 Composing & Notating: 6, 7	Listen: 5, 6 Singing & Voice Play: 1, 2, 7
LISTEN/LOOK	<i>Music for Tom and Jerry</i> by Scott Bradley	<i>Liebestraum</i> by Liszt <i>Entre Dos Aguas</i> by Paco de Lucia <i>Moccavity The Mystery Cat</i> by Andrew Lloyd Webber <i>The Waltz Of The Snowflakes</i> by Tchaikovsky	<i>Sleigh Ride</i> by Leroy Anderson <i>Aquarium</i> from <i>Carnival Of The Animals</i> by Saint-Saens <i>Entry Of The Gladiators</i> by Julius Fucik	<i>Kalanta</i> - Greek Carol
LESSON FEATURES				 
EYFS EARLY LEARNING GOALS				



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?).