



South Ossett Infants Academy

Maths

Starting Point Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	Construction/Christmas	People Who Help Us	Once Upon a Time	Down at the Bottom of the Garden	All around the World
Lower Foundation	Colours: - Red • Blue • Yellow - Green • Purple • Mix of colours Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Match: - Buttons and colours - Matching towers - Matching shoes - Match number shapes - Match shapes - Pattern handprints – big and small Sort: - Colour	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Shoe 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Number 2:	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Shoe 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Number 3 - Subitising 3 Little pigs	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Shoe 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Number 6: - Numeral 1:1 counting	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Sequencing Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Positional Language Compare quantities using language: 'more than', 'fewer than'.	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Number composition of numbers 1-5 Solve real world mathematical problems with numbers up to 5 Experiment with their own symbols and marks as well as numerals. - What comes before - What comes after - Numbers to 5

	• Size • Shape • What do you notice? • Guess the rule Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Shoe 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Number 1: • Subitising • Counting • Numeral	• Subitising - dice pattern • Subitising - random pattern • Subitising – different sizes • Counting • Numeral Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Pattern: • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns • Fix my Pattern • Extend AB Colour patterns • Extend ABC Outdoor Patterns	• 1:1 counting • Numerals • Triangles Number 4: • 1:1 counting • Numerals • Squares and rectangles • Composition of 4 Number 5: • 1:1 counting • Numerals • Pentagon • Composition of 5	• Introduce 10 frame Make comparisons between objects relating to size, length, weight and capacity. Height & Length: • Tall and short • Long and short • Tall/long and short Mass Capacity	More than/fewer than Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Shape –2D • Shape – 3D • Revisit pattern from Autumn	
Upper Foundation	Getting to know you • Baseline	<u>Count objects, actions and sounds.</u>	<u>Automatically recall (without reference to</u>	Length, height and time • Explore length	Explore 3D Shapes	<u>Explore and represent patterns within</u>

ELG	<u>Compare numbers.</u> Match sort and compare • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts <u>Continue, copy and create repeating patterns.</u> <u>Compare length, weight and capacity.</u> Talk about and measure patterns • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns	<u>Subitise.</u> <u>Link the number symbol (numeral) with its cardinal number value.</u> <u>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</u> <u>Explore the composition of numbers to 10.</u> It’s me 1, 2, 3 • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more • 1 less • Composition of 1, 2 and 3 <u>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</u> Circles and triangles	<u>rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</u> Alive in 5 • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 Mass and Capacity • Compare mass • Find a balance • Explore capacity • Compare capacity <u>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</u> Growing 6, 7, 8 • Find 6, 7 and 8	• Compare length • Explore height • Compare height • Talk about time • Order and sequence time <u>Have a deep understanding of number to 10, including the composition of each number.</u> <u>Subitise (recognise quantities without counting) up to 5.</u> <u>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</u> Building 9 and 10 • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more • 1 less • Composition to 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts)	• Recognise and name 3-D shapes • Find 2-D shapes within 3-D shapes • Use 3-D shapes for tasks • 3-D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment <u>Count beyond ten.</u> <u>Verbally count beyond 20, recognising the pattern of the counting system.</u> To 20 and Beyond • Build numbers beyond 10 (10 - 13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20)	<u>numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</u> Sharing and Grouping • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles Visualise, Build and Map • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models
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		- Identify and name circles and triangles - Compare circles and triangles - Shapes in the environment - Describe position <u>Count objects, actions and sounds.</u> <u>Subitise.</u> <u>Link the number symbol (numeral) with its cardinal number value.</u> <u>Understand the 'one more than/one less than' relationship between consecutive numbers.</u> <u>Explore the composition of numbers to 10.</u> 1, 2,3, 4 ,5 - Find 4 and 5 - Subitise 4 and 5 - Represent 4 and 5 1 more 1 less - Composition of 4 and 5 - Composition of 1 – 5	- Represent 6, 7 and 8 1 more 1 less - Composition of 6, 7 and 8 - Make pairs-odd and even - Double to 8 (find a double) - Double to 8 (make a double) - Combine 2 groups - Conceptual subitising	- Doubles to 10 (find a double) - Doubles to 10 (make a double) - Explore even and odd	- Verbal counting beyond 20 - Verbal counting patterns <u>Have a deep understanding of number to 10, including the composition of each number.</u> <u>Subitise (recognise quantities without counting) up to 5.</u> <u>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</u> How many now - Add more - How many did I add? - Take away - How many did I take away? <u>Select, rotate and manipulate shapes to develop spatial reasoning skills.</u>	- Create own maps from familiar places - Create own maps and plans from story situations Make Connections - Deepen understanding - Patterns and relationships
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		<u>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</u> Shapes with 4 sides - Identify and name shapes with 4 sides - Combine shapes with 4 sides - Shapes in the environment - My day and night			Manipulate, compose and decompose - Select shapes for a purpose - Rotate shapes - Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes	
Understanding the World						
Starting Point Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	Construction/Christmas	People Who Help Us	Once Upon a Time	Down at the Bottom of the Garden	All around the World
Lower Foundation	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Adults will provide interesting natural environments for children to explore freely outdoors.	Explore how things work. Adults will provide mechanical equipment for the children to play with and investigate. Eg wind-up toys, pulleys, sets of cogs with pegs and boards. Children will investigate freely	Show interest in different occupations. Adults will facilitate visits from different profession, including police, paramedic and the fire service. Adults will plan and introduce new vocabulary related to the occupation (linked to Focus Five and key	Talk about the differences between materials and changes they notice. Adults will provide children with opportunities to change materials from one state to another. Eg when cooking gingerbread children will combine different	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Continue developing positive attitudes about the differences between people. Adults will ensure that resources and texts reflect the diversity of life in modern Britain. Children will be encouraged to talk about the differences they notice between

	Adults will make collections of natural materials for children to investigate and talk about. EG • contrasting pieces of bark • different types of leaves and seeds • different types of rocks • different shells and pebbles from the beach Adults will provide equipment to support these investigations eg magnifying glasses, tweezers. Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: “I wonder if...?” Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas. Talk about what they see, using a wide vocabulary.	and persevere where necessary.	text) and encourage children to use it in their speech and play. Adults will take advantage of opportunities to challenge gender and other stereotypes. Explore and talk about different forces they can feel. Adults will draw children’s attention to forces. EG, how the water pushes up when they try to push a plastic boat under it, how they can stretch elastic, snap a twig, but cannot bend a metal rod, explore magnetic attraction and repulsion. Adults will plan and introduce new vocabulary related to the exploration and encourage children to use it.	ingredients, and then observe changes during heating and then cooling. Children will explore how different materials sink and float, linked to the Three Billy Goats Gruff story (raft building – float a goat!). Children will explore how you can shine light through some materials, but not others, leading into an investigation on shadows.	Through key texts, direct teaching and provision opportunities, adults will show and explain the concepts of growth, change and decay with natural materials. Children will plant seeds and bulbs so children observe growth and decay over time. The children will have the opportunity to care for animals and take part in first-hand scientific explorations of animal life cycles, including caterpillars or chick eggs. Adults will plan and introduce new vocabulary related to the exploration (see Focus 5 appendix). Children will be encouraged to use the new vocabulary in their discussions, as they care for the butterflies, eggs and chicks. Children will be encouraged to refer to books, wall	people, whilst also drawing their attention to similarities between different families and communities. Children will be encouraged to ask questions and discussions will be encouraged. Celebrate and value cultural, religious and community events and experiences. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Adults will create books and displays about children’s families around the world and/or holidays they have been on. Adults will encourage children to talk about each other’s families and ask questions. Adults will ensure that provision contains a diverse range of props, puppets, dolls and books to encourage
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	Adults will encourage children to talk about what they see, modelling specific vocabulary where appropriate. Adults will model observational and investigational skills. Ask out loud: “I wonder if...?” Adults will plan and introduce new vocabulary, relating to key texts (see Focus Five appendix) encouraging children to use it to discuss their findings and ideas. Begin to make sense of their own life-story and family's history. Adults will spend time with children talking about photos and memories, encouraging children to retell what their parents told them about their life-story and family.				displays and online resources, extending their investigations and extend their knowledge and ways of thinking.	children to notice and talk about similarities and differences.
Upper Foundation	Talk about members of their immediate family and community. During dedicated talk time, adults will listen to what children say about their family.	Draw information from a simple map. Adults will draw children's attention to the immediate environment, introducing and	Name and describe people who are familiar to them. Adults will talk about people that the children may have come across within their community,	Explore the natural world around them. Throughout the year children will have frequent opportunities to explore the outdoors and describe what they	<u>ELG - The Natural World</u> Explore the natural world around them, making observations and drawing pictures	Recognise some similarities and differences between life in this country and life in other countries. Adults will teach children about places

	Adults will share information about their own families, giving children time to ask questions or make comments. Children will be encouraged to share pictures of their family and listen to what they say about the pictures. These pictures will then be displayed for the full year in the classroom. Using examples from real life and from books, adults will show children how there are many different families. Understand the effect of changing seasons on the natural world around them. Adults will guide children's understanding by drawing children's attention to the weather and seasonal features. Adults will use the tree in the outdoor area to highlight the effects of the changing seasons.	modelling new vocabulary where appropriate (Focus Five linked to construction texts). Adults will familiarise children with the name of 'Cross Road' and Middletown/ Wakefield. Children will look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. This will be further enhanced by the children going on a walk around the village where they will explore first hand the landmarks of the village and different types of housing. Offer opportunities for children to choose to draw simple maps of their immediate environment, or	such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. Recognise that people have different beliefs and celebrate special times in different ways. Adults will call back to learning on Diwali whilst introducing learning on Chinese New Year. Children will also learn about Ramadan and Easter in subsequent half terms.	see, hear and feel whilst outside. Adults will encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Adults will create opportunities to discuss how we care for the natural world around us. Children will be offered opportunities to sing songs and join in with rhymes and poems about the natural world. After close observation, children will draw pictures of the natural world, including animals and plants. Children will observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an objects casting shadows, a magnet attracting an object and a boat floating on water (linking	of animals and plants. The children will be given numerous opportunities to draw via observation. They will explore the natural world outside and complete fieldwork activities in the school grounds. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Children will draw on their knowledge of science experiments conducted throughout the year, also drawing upon their knowledge from the wide array of texts that children have accessed throughout the year. Understand some important processes	in the world that contrast with locations they know well. Specific Focus Five vocabulary will be planned to teach new vocabulary. Adults will use images, video clips, shared texts and other resources to bring the wider world into the classroom. Adults will strive to avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on, using the carefully selected texts as a springboard to do this. Recognise some environments that are different from the one in which they live. Adults will teach children about a range of contrasting environments within both their local and national region. Adults will model the vocabulary needed to
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	Children will note and record the weather each morning. Throughout the year, the children will be encouraged to observe the natural world and observe how animals behave differently as the seasons change.	maps from imaginary story settings they are familiar with. Following on from their walk around the village the children will draw simple maps of the village and the landmarks that they saw. Initially modelled by an adult, then resources provided for children to complete in provision. Understand that some places are special to members of their community. Children will be able to name and explain the purpose of places of worship and places of local importance to the community, drawing on their own experiences where possible. The children will visit the local church and visitors from different religious and cultural		to The Three Billy Goat's Gruff – float a boat).	and changes in the natural world around them, including the seasons and changing states of matter. Children will comment on the weather and temperature making simple observations linked to seasonal understanding. Children will ask questions and investigate why things happen in the classroom and wider environment through adult led and child initiated activities.	name specific features of the world, both natural and made by people. Adults will share non-fiction texts that offer an insight into contrasting environments and listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. <u>ELG - People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. Children will have been on walks around the local environment and school grounds. They will be able to describe their observations when back in the classroom and use these observations in their play. They will be
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		communities will be invited into the classroom to share their experiences with children. Comment on images of familiar situations in the past. Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Link this to Remembrance day. Children will be offered opportunities to begin to organise events using basic chronology, recognising that things happened before they were born. Compare and contrast characters from stories, including figures from the past. Adults will share texts, images, and tell oral stories that help children begin				able to link these observations to texts and maps that adults have modelled for them. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. The children will visit the local church and learn about other religious festivals throughout the year eg Diwali, Ramadan. The children will be able to contrast these experiences with their own. 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.
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		to develop an understanding of the past and present. Adults will draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.				The children will have been exposed to a range of different cultures and traditions through expert modelling by adults through texts and other aids eg video clips, visitors etc. They will be able to draw on their own experiences and compare these. <u>ELG - Past and Present</u> Talk about the lives of the people around them and their roles in society. The children will have first hand experiences of meeting people with roles in society in their community eg a paramedic, the local reverend and the local police. They will be able to talk about people with roles in the village eg shopkeeper, Reverend, Doctor, Pharmacist etc. Know some similarities and differences between things in the past and now, drawing on their
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						experiences and what has been read in class. Adults will share texts, images, and tell oral stories so children develop an understanding of the past and present. Adults will draw out common themes from stories and children will be able to draw on their own experiences and understanding to make links. Understand the past through settings, characters and events encountered in books read in class and storytelling. Adults will read a range of books that expose children to a variety of settings in the past. Children will be able to pose and answer questions relating to these texts and show a basic understanding of the past and how it compares to the present.
Expressive Arts and Design						

Starting Point Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	Construction/ Christmas	People Who Help Us	Once Upon a Time	Down at the Bottom of the Garden	All around the World
Lower Foundation	Take part in simple pretend play, using an object to represent something else even though they are not similar. Children will be provided with a range of open-ended resources to develop their role play skills. Pinecones and other loose parts will be available in the home corner for children to pour into pans and stir like pasta etc. Some rules are self-created (the pole is now a horse, or the pinecones are now pasta in the pot). Other rules are group-created (to play in the home corner, you must accept the rule that one of your friends is pretending to be a baby). Listen with increased attention to sounds.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Adults will provide lots of flexible and open-ended resources for children's imaginative play within the small world area. This will be adjacent to the construction area so the areas can be used simultaneously accessing both sets of resources. Use drawing to represent ideas like movement or loud noises. The children will draw fireworks and bonfires to represent movement and loud noises.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Adults will help children to negotiate roles in play and sort out conflicts. They will model building complex small world models with appropriate language so children can then self-initiate this play as the year progresses. Adults will keep an eye out for children who are not taking part in pretend play, and help them to join in. Explore different materials freely, to develop their ideas about how to use them and what to make. Adults will provide a range of open ended resources for the children, both indoors and outdoors.	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Adults will help children to develop their drawing skills, encouraging them to develop their own creative ideas. They will spend sustained time alongside them, showing interest in the meanings children give to their drawings and models. Sing the pitch of a tone sung by another person ('pitch match'). Adults will sing to children and ask them to match (taking into account that children naturally have a higher pitch). Children will be actively taught to sing and not shout.	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Children will be encouraged to draw from memory and observation with some adult modelling and then ample opportunities to practise independently in provision. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Adults will sing slowly, so that children clearly hear the words and the melody of the songs. Adults will also use songs with and without words – as children may pitch-match more easily	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. The children will draw faces to show three different emotions: happiness, sadness and fear/shock. Create their own songs or improvise a song around one they know. Adults will model making up songs eg at tidy up time or related to topics. This will encourage children to spontaneously come up with their own songs. If children are comfortable, adults will share these songs for other children to sing. Play instruments with increasing control to

	Respond to what they have heard, expressing their thoughts and feelings. Adults will help children to develop their listening skills through a range of active listening activities. Adults will ensure children listen to, share and perform a wide variety of music and songs from different cultures and historical periods. As part of their phonics learning children will play sound-matching games. Explore colour and colour mixing. Children will be provided with poster paint that they can independently mix to create colours. Adults will talk to children about the differences between colours and help them to explore and refine their colour mixing – for example: “How does blue become green?”	Remember and sing entire songs. As part of our Nativity performance the children will learn 4 songs to sing from memory. They will also learn our ‘Nursery Rhyme of the Week’ alongside carefully planned additional songs that link to topics.	Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on. Develop their own ideas and then decide which materials to use to express them. Adults will listen and understand what children want to create before offering suggestions. Join different materials and explore different textures. Adults will provide a range of materials for children to experiment with eg glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, paperclips and fasteners.		without words, trying using one-syllable sounds such as ‘ba’.	express their feelings and ideas. Adults will offer children a wide range of different instruments, from a range of cultures. They will encourage children to experiment with different ways of playing instruments, listening carefully to their music making and valuing it.
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Upper Foundation	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Adults will teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. Adults will provide children with a range of materials for children to construct with. Adults will encourage the children to think about and discuss what they want to make and discuss problems and how they might be solved as they arise. Adults will teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. A safe place will be established where children can save their models/learning and return to them later to refine/finish them. Adults will prompt children to refine their models ‘oh I wonder what we could put here?’ ‘How could we make this longer?’ Etc. Sing in a group or on their own, increasingly matching the pitch and following the melody. Adults will play pitch-matching games, humming or singing short phrases for children to copy. Adults will model and use songs with and without words – as children	Listen attentively, move to and talk about music, expressing their feelings and responses. Adults will give children an insight into new musical worlds, introducing them to different kinds of music from across the globe, including traditional and folk music from Britain. Musicians will be invited in to play music to the children and talk about it. Adults will encourage children to listen attentively to music and discuss changes and patterns as a piece of music develops. Watch and talk about dance and performance art, expressing their feelings and responses. As part of their trip to Eureka, the children will have the opportunity to go to a live performance that includes a play and dance. Adults will provide related costumes and props in the role play area for children to incorporate into their pretend play.	Create collaboratively, sharing ideas, resources and skills. Adults will provide opportunities for children to work together to develop and realise their creative ideas. Adults will use these opportunities to teach about sharing and listening to each other’s ideas. Develop storylines in their pretend play. Adults will provide a wide range of props for play which encourage imagination. EG different lengths and styles of fabric (could be used for capes, the roof of a small den, a picnic rug or an invisibility cloak). Adults will support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts. Adults will help children who find it difficult to join in pretend play, staying next to them and commenting on the play,	Explore and engage in music making and dance, performing solo or in groups. Adults will encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers. Adults will play movement and listening games that use different sounds for different movements. Children will listen to music with a pulse and move in time, responding to any changes. Children will be encouraged to replicate choreographed dances during imoves sessions to pop songs. Children will then be encouraged to choreograph their own dance moves, using some of	<u>ELG - Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children will have ongoing access to range of open-ended resources so they can experiment with colour, design, from and function. They will routinely be able to explain their creations and the decisions made during the creative process. Share their creations, explaining the process they have used. Children will have regular opportunities to share their creations – display, carpet sessions, WOW moments on seesaw, where they can articulate the processes they have used.
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		may pitch match more easily with sounds like 'ba'. Adults will encourage children to join in with sing call-and-response songs, so that children can echo phrases of songs sung by adults.	During Diwali, the children will watch related dancing and props will be provided for children to play with.	modelling joining in and discussing how they might get involved.	the steps and techniques they have learnt.	Make use of props and materials when role playing characters in narratives and stories. Children will use a range of props and materials both indoors and out to recreate characters from familiar stories and topics eg a paramedic or the gingerbread man. <u>ELG - Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher. Children will create a range of narratives in various areas of provision, role play, book area, outdoors (eg a campfire). Children will follow the lead of others, as well as leading and adapting narratives during the course of play.
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						Sing a range of well-known nursery rhymes and songs. The children will recount whole songs from the Nativity, Easter service and class assembly. They will also be able to sing a range of nursery rhymes. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Adults will give children ample opportunities to perform a range of rhymes, poems and songs both in provision (eg on a stage in the outdoor area) and also in provision and during formal PE/Music lessons.
Kapow units for UF Music	Exploring Sound (consolidation of phase 1 activities) Children can make a variety of sounds using their voices, bodies and with instruments. They	Celebration Music Children will listen to music from festivals around the world, responding through dance and movement. They will	Transport Children will use their bodies, voices and instruments to recreate the sounds of trains, boats and cars. They will	Musical Stories Children will be able to use movement, actions and instruments to retell stories. As a group they will create their won	Music and Movement Children will learn to react to tempo and pitch changes through movement, performing simple	Big Band Children are introduced to instruments from the orchestra and get chance to explore tuned percussion

	can identify environmental sounds and attempt to recreate them.	learn some action songs and learn to perform as a whole class group.	begin to explore rhythms.	musical story about a day at school.	dances and action songs.	instruments. They will be able to play to a steady beat, changing tempo and dynamic when instructed.
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