May Park Reception Curriculum 2026-27

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Topic	Our World	The Wonderful World of Julia Donaldson	Come with us to.. *The Jungle* *Walking with Dinosaurs* *Chinese New Year* *Space*	Traditional Tales	Animals & Farm	Nature & Environment *Habitats* *Growth* *Water* Growing up and moving on	
Key and Supporting Texts	Key Texts Naughty Bus - Jan Oke The Tiger Who Came to Tea - Judith Kerr Julian is a Mermaid - Jessica Love The Dot – Peter H Reynolds	Key Texts Room on the Broom Smartest Giant in Town The Gruffalo Gruffalo's Child Stickman Monkey Puzzle Super Worm	Key Texts The Little Green Dinosaur - *TFW Story* You Choose in Space - Pippa Goodhart Look Up! - Nathan Bryon Nian the Horrible Monster - *Chinese New Year Story*	Key Texts The Three Little Pigs The Gingerbread Man Little Red Riding Hood Tusk Tusk – David McKee How to Catch the Easter	Key Texts The Little Red Hen Handa's Surprise – Eileen Brown The Little Green Hen – Alison Murray The Story of St George's Day – Traditional	Key Texts The Tiny Seed – Eric Carle A Tadpoles Promise – Jeanne Willis Ruby's Worry – Tom Percival Errol's Garden – Gillian Hibbs	

	Busy People Books – People Who Help Us Don't Put Your Finger Jelly, Nelly! - Nick Sharratt I am Nefertiti – Annemarie Anang	(all Julia Donaldson) Sharing a Shell – Julia Donaldson The Christmas Story (Nativity) The Story of Rama & Sita (Diwali)	Non-Fiction Books (Jungle/Dinosaurs /Space) Rumble in the Jungle - Giles Andreae	Bunny – Adam Wallace 10 Apples Up Top – Dr Seuss Ramadan Moon – Nai'ma B Robert	On The Farm – Non-Fiction Oi Frog – Kes Grey & Jim Field Oi Frog Sequels – Kes Gray & Jim Field	The Very Quiet Cricket – Eric Carle Sharks - Nicola Davies Commotion in the Ocean	
Personal, Social and Emotional **Supported by Jigsaw**	**Theme: Being me in my world** Work with others to make school a special place to be. Begin to understand own and others rights	**Theme: Celebrating differences** Start to understand how to be a good friend Start to understand how to resolve conflicts independently	**Theme: Dreams and goals** Use kind words and actions to support your friends. Understand perseverance to tackle challenges – things can be hard but we	**Theme: Healthy Me** Understand the importance of exercise Understand how movement and rest is good for the body	**Theme: Relationships** Identify jobs that people do at home. Know how to look after friends	**Theme: Changing me** Identify and name parts of the body Have a basic understanding o things and foods that are healthy	**Early Learning Goals:** **Self-Regulation** **Managing Self** **Building Relationships** **(See ELG's section at the bottom of document)**

	to learn and play Understand responsibility and why we work together to keep our classroom clean and tidy. Understand belonging and that we are similar and different Recognise and manage my own feelings Understand being kind to others and using gentle hands	Identify what you are good at and understand we are all good at different things Understand that difference makes us special Start to explain why home is special to them Understand that we are all different and the same in different ways Recognise and understand emotions in others	keep trying to learn Set a goal and work towards it Start to understand how learning can now can affect your future. Talk about how it feels to achieve a goal. Know what it means to feel proud.	Know what good sleep means and why it is important Understand why it is important to wash your hands – before eating, after going to the toilet and when I cough/sneeze	Think of ways to solve problems and stay friends Develop strategies to calm down when dysregulated Know how to be a good friend	Understand that we all grow from babies to adults I can talk about how I feel to move to Year 1 I can talk about my worries about moving to Year 1 I can share my memories of reception	

PSED Vocabulary	Share Take-Turns Wait Listen Answer Happy, Sad, Upset, Excited, Worried	Share Take-Turns Wait Listen Answer Happy, Sad, Upset, Excited, Worried Stop I don't like it Can I play too? I feel sad/happy because…	Happy, Sad, Upset, Excited, Worried Achieve, Goal, Proud Good choice Not a Good Choice Stop I don't like it Can I play too? I feel sad/happy because…	Happy, Sad, Upset, Excited, Worried Achieve, Goal, Proud Hygiene, Healthy, Safety Stop I don't like it Can I play too? I feel sad/happy because…	Happy, Sad, Upset, Excited, Worried Achieve, Goal, Proud Hygiene, Healthy, Safety Stop I don't like it Can I play too? I feel sad/happy because…	Happy, Sad, Upset, Excited, Worried Achieve, Goal, Proud Hygiene, Healthy, Safety Stop I don't like it Can I play too? I feel sad/happy because…	
Communication and Language	Engage in class and small group story times, maintain interest and attention and ask/answer questions.	Learn and talk about non-fiction texts and those linked to celebrations (Diwali, Christmas) Become familiar with Julia Donaldson stories	Understand how to listen carefully and why listening is important. Develop talk-partner skills	Use talk to help work out problems and organize thinking and activities, and how to explain how things work and why they might happen	Use talk to help work out problems and organize thinking and activities, and how to explain how things work and why they might happen	Articulate ideas and thoughts in well-formed sentences (including new vocabulary that has been learned)	**Early Learning Goals:** **Listening, Attention and Understanding** **Speaking**

	Learn and use new vocabulary linked to key texts & Makaton Listen to a range of rhymes and songs, notice rhythm and words and start to learn them Answer register appropriately to own name (good morning etc) and use simple language to make lunch choices Learn rhymes and songs linked to Maths (i.e. 5 little ducks, 5 people in a flying saucer etc)	from key texts, and recognize/repeat repetition, sometimes adding own words. Learn and use new vocabulary linked to key texts & Makaton Develop listening and attention to be a 'good learner' by following class rules. Learn songs linked to Nativity performance Start to learn and use the following vocabulary in context: But, who, where	Become familiar with TFW story 'Little Green Dinosaur' and retell/innovate the story. Learn and use new vocabulary linked to key texts & Makaton Use talk to explain and work out problems. When describing something, start to use more detail in well-formed sentences. Start to learn and use the following vocabulary in	Learn some new songs in different languages Select, learn and talk about different kinds of texts. Learn, talk about and retell/innovate the story of The Gingerbread Man Start to learn and use the following vocabulary in context: so, then, who, what, where, why, when, what	Listen attentively to nonsense rhymes and poems (Oi Frog) and make own silly rhymes. Learn and use new vocabulary linked to key texts & Makaton Start to learn and use the following vocabulary in context: finally, next, who, where, why, what ,when	Connect ideas or actions to one another using a range of connective vocabulary Learn and remember songs, including in different languages Use talk to work out and explain problems, and make predictions Talk about experiences in Reception using well formed sentences Start to learn and use the following vocabulary in context: finally,	

	Describe events or objects using simple sentences that can be understood. Start to learn and use the following vocabulary in context: who, and, because Retell and innovate the story of Naughty Bus by taking him on an adventure!	Describe events or objects using simple sentences that can be understood. Begin to use key story-telling vocabulary and structure from Tales Toolkit (Character, Setting, Problem, Solution)	context: or, yet, when, why Select, learn and talk about different kinds of texts.	Make a prediction with support, and talk about outcomes		next, so, but, and, then, who, where, why, what ,when	
C+L Vocabulary	Vocab from key texts Hello Look Listen Sit	Vocab from key texts Where Water Play Home	Vocab from key texts Book Mummy Daddy Outside School	Vocab from key texts Give Go Good More Sing	Vocab from key texts Apple Banana Orange Bricks Everyone	Vocab from key texts Finally, next, so, but, and, then Who, what, why, when, what	

	Who And Because	But Who Where	Milk Fruit Or Yet When Why	Talk So, then Who, what, why, when, what	Time Finally, next Who, what, why, when, what		
Physical Development **Supported by Little Wandle Handwriting**	Develop a preference for a dominant hand Start to use appropriate pencil grip Start to use a range of tool competently, safely and confidently – sometimes with support Start to develop ball skills including: rolling, stopping, throwing, bouncing,	Use tripod pencil grip Start to develop the foundations of a writing style. Start to use a range of tool competently, safely and confidently: pencils, paintbrushes, scissors, knives, forks and spoons Know the importance of healthy eating and good dental hygiene.	Progress to a more fluent style of moving, with developing control and grace Develop foundations of a handwriting style which is accurate with letters being formed correctly. Start to use a range of tool competently, safely and confidently: pencils, paintbrushes,	Use a range of tools competently, safely and confidently: pencils, paintbrushes, scissors, knives, forks and spoons Manage risks by working safely and developing ability to run, stop and change direction . Develop overall body strength, co-ordination, balance and agility needed to	Develop accuracy and control in ball skills including: rolling, stopping, throwing, bouncing, dribbling and kicking Throw with accuracy and learn how to keep score. Play games and develop an understanding of different roles. Develop co-operation and	Use a range of tools competently, safely and confidently: pencils, paintbrushes, scissors, knives, forks and spoons Use core muscle strength to achieve good posture when sitting at a table or on the floor. Develop the foundations of a handwriting style that is	**Early Learning Goals –** **Gross Motor Skills** **Fine Motor Skills**

	dribbling and kicking Develop gross motor skills by using climbing equipment and trees. Know and be able to talk about personal hygiene. Be able to manage the school day: lining up, carpet time, mealtimes. Know about the importance of physical activity.	Explore and name some body parts. Look at how they move. Copy, remember and repeat actions with confidence. Start to move with control, co-ordination, linking actions together.	scissors, knives, forks and spoons Manage appropriate risks safely in a Forest School setting. Explore different ways to travel: Jump and land safely and with control Balance whilst stationary and on the move	engage successfully with future education sessions such as dance, gymnastics, sport and swimming Control rocking and rolling movements Start to create sequences and link actions together Explore striking a ball and keeping score	team-work skills, and learn to take turns. Know about the importance of having a good sleep routine Know how to be a safe pedestrian including crossing the road safely. Develop the foundations of a handwriting style that is accurate	accurate and efficient Jump and land safely Copy and create shapes with the body Balance and take weight on different body parts Work co-operatively as part of the team Play against and opponent	
PD Vocabulary	Fast, slow Control, balance, safety, risk Throw, catch, bounce, dribble	Fast, slow Control, balance, safety, risk Throw, catch, bounce, dribble	Fast, slow Control, balance, safety, risk Throw, catch, bounce, dribble	Fast, slow Control, balance, safety, risk Throw, catch, bounce, dribble	Fast, slow Control, balance, safety, risk Pedestrian Road safety	Fast, slow Control, balance, safety, risk Team Teamwork	

	Pencil grip Scissors, knife, fork, spoon	Pencil grip Healthy, unhealthy Body part names Food groups Dentist, hygiene, toothpaste, toothbrush	Pencil grip Healthy, unhealthy Body part names Food groups	Pencil grip Healthy, unhealthy Body part names Food groups	Sleep routine Throw, catch, bounce, dribble Pencil grip Healthy, unhealthy Body part names Food groups	Posture Healthy, unhealthy Body part names Food groups	
Literacy **Supported by Tales Toolkit and Little Wandle Phonics**	**Reading** Show recognition of rhyme and rhythm in line with Set 1 learning. Revise and recall the first 20 (Little Wandle)	**Reading** Consolidate the first 20 (Little Wandle) sounds from flashcards Revise and recall next 15 (Little Wandle) sounds from flashcards	**Reading** Start to show quick recall of learnt sounds (Little Wandle) from flashcards. Learn new digraphs from Phase 3	**Reading** Recognise and recall digraphs from Phase 3 Blend and increasing number of CVC and CVCC words using known digraphs	**Reading** Read sentences with known common exception words using phonics knowledge. Read an increasing number of	**Reading** Read books that are matched to phonetic abilities Re-read reading books to develop fluency, comprehension and enjoyment.	**Early Learning Goals:** **Comprehension** **Word Reading** **Writing**

	sounds from flashcards Begin to blend simple CVC words using first 5 sounds Show an interest in books and stories. Start to recognize some common exception words. **Writing** Show an interest in writing by picking up a pencil and mark-making independently Begin to develop correct pencil	including early digraphs. Begin to blend simple CVC words using first 5 sounds Re-read reading books to develop fluency, comprehension and enjoyment. Read common exception words. Independently access book in book corner Act out familiar stories **Writing** Show an interest in writing by picking up a pencil	Blend CVC and CVCC words that include digraphs that have been learned. Read simple words, captions and sentences in line with phonics learning. Re-read reading books to develop fluency, comprehension and enjoyment. Retell stories using TFW **Writing** Show an interest in writing by picking up a pencil and mark-	Read simple words, captions and sentences in line with phonics learning. Re-read reading books to develop fluency, comprehension and enjoyment. Retell and innovate stories using TFW **Writing** Write simple sentences using known letter to sound correspondence. Correctly form most letters with correct grip.	common exception words. Re-read reading books to develop fluency, comprehension and enjoyment. **Writing** Show increased independence and interest in writing at school during adult-led and independent sessions. Write simple sentences/captions using phonic knowledge that start to include capital letters and full stops.	Read an increasing number of common exception words. **Writing** Use phonic skills to write words in a phonetically plausible way. Begin to write simple sentences/captions using phonic knowledge that start to include capital letters and full stops. Start to re-read own writing to check own work.	

	grip (if not already done so) Start to form lower case letters correctly in line with taught sounds. **Write –** Name writing, simple words and captions	and mark-making independently Start to form lower case letters correctly in line with taught sounds with correct grip. Write some simple words using known letter to sound correspondence Start to write short captions/sentences. **Write – Lists, short messages**	making independently Correctly form lower-case letters, start to form capital letters. Write some simple words using known letter to sound correspondence Start to write short captions/sentences. **Write** – Simple sentences, facts, retell stories	Write some simple words using known letter to sound correspondence Start to write short captions/sentences. **Write** – Instructional writing, innovation and poems	Start to re-read own writing to check own work. Spell words by identifying sounds and writing the corresponding letter. **Write** – Instructional writing, develop factual writing and sentence writing	Spell words by identifying sounds and writing the corresponding letter. **Write** – about experiences, develop sentence content and structure	
Literacy Vocabulary	Phoneme Grapheme Blending Reading Tricky word	Phoneme Grapheme Blending Reading Tricky word	Phoneme Grapheme Blending Reading Tricky word	Phoneme Grapheme Blending Reading Tricky word	Phoneme Grapheme Blending Reading Tricky word	Phoneme Grapheme Blending Reading Tricky word	

	Blending fingers Letter	Digraph Blending fingers Letter Sentence	Digraph Trigraph Blending fingers Lower case letter Capital letter Sentence	Digraph Trigraph Blending fingers Lower case letter Capital letter Sentence	Digraph Trigraph Blending fingers Lower case letter Capital letter Sentence	Digraph Trigraph Blending fingers Lower case letter Capital letter Sentence	
Mathematics **Supported by 'Mastering Number in the EYFS'.**	Mastering Number – Ordinal & Cardinal Principles through routine. Counting songs, stories, rhymes, choral and group counting. Identify when a set can be subitised and	Mastering Number – Ordinal & Cardinal Principles through routine. Counting songs, stories, rhymes, choral and group counting. Identify when a set can be subitised and when counting is needed	Mastering Number – Ordinal & Cardinal Principles through routine Counting songs, stories, rhymes, choral and group counting. Continue to notice similarities and differences	Mastering Number – Ordinal & Cardinal Principles through routine Counting songs, stories, rhymes, choral and group counting. Continue to notice similarities and differences	Mastering Number – Ordinal & Cardinal Principles through routine Counting songs, stories, rhymes, choral and group counting. Explore a range of pattern making skills,	Mastering Number – Ordinal & Cardinal Principles through routine Counting songs, stories, rhymes, choral and group counting. Explore a range of pattern making skills,	**Early Learning Goals:** **Number** **Numerical Patterns**

	when counting is needed Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills spot smaller numbers 'hiding' inside larger numbers Connect quantities and numbers to finger patterns	Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills Spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing	Identify and describe some 2d and 3d shapes Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals Begin to identify missing parts for numbers within 5 Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the	Identify and describe some 2d and 3d shapes Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals Begin to identify missing parts for numbers within 5 Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the	copying, continuing and creating their own patterns Continue to develop their counting skills, counting larger sets as well as counting actions and sounds Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame Compare lengths, heights and mass, noticing similarities and differences and using	copying, continuing and creating their own patterns Continue to develop their counting skills, counting larger sets as well as counting actions and sounds Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame Compare lengths, heights and mass, noticing similarities and differences and using	

	and explore different ways of representing numbers on their fingers Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in	numbers on their fingers Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1	Hungarian number frame Focus on equal and unequal, initially with blocks and then when comparing numbers up to 10. Understand that two equal groups can be called a 'double' and connect this to finger patterns Sort odd and even numbers according to their 'shape' Continue to develop their understanding of the counting sequence and link cardinality	Hungarian number frame Focus on equal and unequal, initially with blocks and then when comparing numbers up to 10. Understand that two equal groups can be called a 'double' and connect this to finger patterns Sort odd and even numbers according to their 'shape' Continue to develop their understanding of the counting sequence and link cardinality	prepositional language to describe these Compare quantities and numbers, including sets of objects which have different attributes Continue to develop a sense of magnitude, e.g., knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 Begin to generalise about 'one more than' and 'one less than' numbers within 10	prepositional language to describe these Compare quantities and numbers, including sets of objects which have different attributes Continue to develop a sense of magnitude, e.g., knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 Begin to generalise about 'one more than' and 'one less than' numbers within 10	

	counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds Compare sets of objects by matching Begin to develop the language of 'whole' and 'parts' when talking about objects and numbers use gestures to develop their understanding and use of a range of spatial	correspondence; understanding that anything can be counted, including actions and sounds Compare sets of objects by matching Begin to develop the language of 'whole' and 'parts' when talking about objects and numbers use gestures to develop their understanding and use of a range of spatial language, including the prepositions: in, on, under, next to, between, in front of, and behind, and language related to movement,	and ordinality through the 'staircase' pattern Order numbers and play track games Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.	and ordinality through the 'staircase' pattern Order numbers and play track games Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.	Continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek.	Continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek.	

	language, including the prepositions: in, on, under, next to, between, in front of, and behind, and language related to movement, including: turn, flip.	including: turn, flip.					
Maths Vocabulary	Lots More Fewer Less Same Under Over	More Less Fewer Long Short First Then In Front Behind Under On Top	Beginning Middle End	Straight Flat Round Corners Sides	Add/Addition Subtract/Subtracting Take-Away	I know because.. It is….because…. It is not…..because … Left Right Forward Back	

Understanding the World	Explore our new classroom and school environment (Settling In) Recognise that people have different beliefs and celebrate special times in different ways (festivals & celebrations) Celebrate differences between people and their families Describe what you can hear, see and feel using	Recognise that people have different beliefs and celebrate special times in different ways (festivals & celebrations) Celebrate differences between people and their families Understand the effect of changing seasons on the natural world around them Observe the changes in materials and describe what they see, feel and hear.	Explore the Forest environment in Forest School, talk about plants, animals and habitats within (Forest School) Describe a particular environment or habitat, and the creature that inhabit them and compare to natural life in this country (Jungle Theme) Explore themes of extinction and creatures that lived long ago	Explore and discuss our local area, community and buildings. What is the same or different to other areas. What do we know about our immediate environment? (Local Area Walk) Understand what a material is. Suggest appropriate uses for materials Make a prediction in a simple experiment	Learn about farms - what are farms for? What do they provide for us? What food comes from farms? (Farm Visit) Recognise that people have different beliefs and celebrate special times in different ways (festivals & celebrations) Celebrate differences between people and their families Explore the natural world	Observe natural changes in living things (Butterfly Growth & Planting Seeds) Recognise that people have different beliefs and celebrate special times in different ways (festivals & celebrations) Celebrate differences between people and their families – learn about different languages Draw information from a simple map	**Early Learning Goals** **Past and Present** **People, Culture and Communities** **The Natural World**

	appropriate vocabulary Observe and comment on familiar images of the past. Talk about family and community.		(Dinosaur Theme) Compare and contrast characters in stories, including figures from the past.		through gardening.		

	Celebrations & Festivals Black History Month	**Celebrations & Festivals** Remembrance Day Diwali Bonfire Night Hannukah Christmas	**Celebrations & Festivals** Chinese New Year Buddhist New Year	**Celebrations & Festivals** Ramadan Holi Mother's Day Eid al-Fitr Easter	**Celebrations & Festivals** St George's Day Vaisakhi Vesak	**Celebrations & Festivals** Eid al-Adha World Refugee Day Pride Month Father's Day	
Science Links (in conjunction with TAPS planning)	**Incy Wincy Shelter Test** Talk about the differences between materials and changes they notice.	**Frozen Balloons** Describe what they see, hear and feel Observe melting, freezing and changes in materials.	**Forensic Footprints** I can identify my senses and use them to explore the world around me	**The Gingerbread Man Falls Into…** Making a prediction Was your prediction correct?	**Does This Grow on a Farm?** Where does food come from? How does our food grow?	**Butterfly/Frog Life Cycle** Explore the natural world around them. Understand the stages of a life-cycle	

	Use materials for a purpose		I can observe and compare.	Observe changes and think about why they happened.	Taste and describe.	Understand that all living things have a life-cycle.	
UW Vocabulary	Material Change Celebration Festival Difference	Freezing Melting Ice Water Material Celebration Festival Difference	Observe Compare Material Celebration Festival Difference The Past Extinction Habitat	Prediction Outcome Why Celebration Festival Difference	Farm Senses Taste Smell Food Celebration Festival Difference Habitat	Life-Cycle Chrysalis Celebration Festival Difference Habitat Language	
Expressive Art and Design	Explore and engage in music making and dance both individually and in small groups. Sing in a group increasingly matching the pitch and following the melody	Learn a storyline and songs and act in a play in front of others (Christmas Play) Independently develop storylines in their play Use a range of materials to	Develop storylines in pretend play Engage in cultural dance and movement (Dragon Dances) Independently develop	Develop storylines in pretend play Retell and innovate traditional tales to include new characters, settings and endings	Develop storylines in pretend play Listen attentively, move to and talk about music, expressing feelings and responses, making	Develop storylines in pretend play Develop an extended repertoire of songs including some in different languages Work collaboratively	**Early Learning Goals** **Creating with Materials** **Being Imaginative**

	Copy and develop their own storylines in pretend play Use a pencil to draw and create different effects Create a self-portrait and be able to represent their features to include eyes, nose, mouth, hair and eye brows as well as own skin tone. Explore the work of Jean-Paul Basquait and recreate in our own artwork.	construct artwork with a purpose Use a range of resources to create festive cards and wrapping paper	storylines in their play Retell and innovate stories that they have learned Develop an imaginary narrative using ideas from stories and songs	Independently develop storylines in their play Use a range of resources to create an Easter card using scissors to cut and glue to stick independently	comparisons between different music genres. Work collaboratively to create artwork such as 3D sculptures, collages and models.	to create artwork such as 3D sculptures, collages and models.	
Music Links	<u>Phase 1 Phonics</u> Listening, Rhythm and Sound	<u>Christmas Performance</u> Learning songs & accompanying	<u>Dragon Dances for Chinese New Year</u> –	<u>Exploration of instruments</u> Learning names of instruments,	<u>Environmental Sounds & Natural Instruments</u> –	<u>End of Year Performance - Learning 4 songs in</u>	

	Recognition. Dance & Movement included in P.E. planning for T1	dances/percussion. Rhythmic movement included in P.E. planning for T2	Learning new styles of music, cultural dance and songs.	listening & identifying, following and repeating, exploring different ways of making sounds.	Listening to different environmental sounds, making music with natural objects, themed songs around farms and animals	**Different Languages** Learn words, singing in groups, solo & rounds, accompanying percussion.	
EAD Vocabulary	Imagination, pretend, character Rhythm, pitch, pulse Self-portrait – ears, nose, eyes, mouth, hair, eyebrows	Imagination, pretend, character, expression Loud, quiet Perform, audience Nativity based vocabulary	Imagination, pretend, character, expression Musical Instrument names Rhythm, pitch, pulse Story language for TFW – once upon a time, first, next, finally, after that, then	Imagination, pretend, character, expression Musical Instrument names Rhythm, pitch, pulse Story language for TFW – once upon a time, first, next, finally, after that, then	Imagination, pretend, character, expression Rhythm, pitch, pulse, fast, slow, high, low Story language for TFW – once upon a time, first, next, finally, after that, then	Imagination, pretend, character, expression Rhythm, pitch, pulse, fast, slow, high, low Story language for TFW – once upon a time, first, next, finally, after that, then	