

Birds Bush Primary Sequential Curriculum Overview

We know children only get one chance at their childhood. We believe it is our responsibility to provide all children the highest quality experiences and opportunities throughout Primary School starting with a flying start in Early Years. Our curriculum is designed to meet the needs of our 2023-2024 Reception cohort. Our intent is to ensure every child, regardless of their background, starting point, previous experiences or ability leave us with the vital skills and knowledge they need to be successful individuals, to be able to continue on their educational journey, accessing the curriculum in their next academic year and beyond, understand British values, our school core values alike and have added to their personal cultural capital throughout their time with us. End of Year goals have been set matched to needs of our children, informed by parents, home visits, previous settings and our baseline assessments – our curriculum is designed for children to access sequential learning opportunities to enable to achieve, also preparing them for their lives ahead and enabling them to go into the world as well-educated citizens.

Adult Initiated Focus	Autumn		Spring		Summer	
Reception	All about me!	Transport: Past and present	Space	Growing and Changing	Kings and Queens	Stories from the past

Prime Areas

Communication & Language Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Reception Children will know:	- what is required of them to engage in story times. - how to retell familiar stories, sometimes using exact repetition of phrases. T+W - how to use a wide range of vocabulary in relevant contexts. (storyline focus)	- how to use social phrases appropriately. - how to talk about a range of texts including Fiction and Non-fiction books. Story Time - how to appropriately share their own ideas and thoughts with others. - how to use their imagination to invent their own stories based on a story they know.	- how to engage in story times for an extended period of time. - how to talk about and describe familiar texts in detail. - how to compare different events and celebrations and talk about the similarities and differences. - how to compare different events and celebrations and talk about the similarities and differences.	- how to discuss and make comments on their own observations. - how to ask relevant questions at appropriate times - how to elaborate on their own ideas, thoughts and opinions making appropriate links,	- how to initiate a conversation with others and continue it for many turns. - how to express their own point of view using talk. - Engage in non-fiction books. - listen to and talk about stories to build familiarity and understanding.	how to use talk to organise their own play collaboratively - listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. T+W - confidently use new vocabulary in different contexts.
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Early Learning Goals

- 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.
 - Make comments about what they have heard and ask questions to clarify their understanding.
 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
 - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

- 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.

Personal, Social and Emotional Development Programme of Education

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

Reception Children will know:	<ul style="list-style-type: none"> - the difference between simple emotions e.g happy and sad and how these are displayed in different ways. - when supported, how to manage their feelings and what they can do in situations they find challenging. -how to manage their personal needs with support. -who to go to, to seek support of adults when needed. -what makes a good friend. <p><i>Class Agreement</i></p>	<ul style="list-style-type: none"> - how to talk about their own feelings. - What is expected of them in and outside the classroom <p><i>Core Values</i></p> <ul style="list-style-type: none"> - The importance of trying new activities -how to initiate and develop relationships with peers and members of staff. 	<ul style="list-style-type: none"> -how to begin to keep themselves safe and healthy. <p><i>Oral hygiene School Nurse NSPCC pants</i></p> <ul style="list-style-type: none"> That others have feelings and how their actions can impact these. -we have British values and begin to build an awareness of these through everyday practise. 	<ul style="list-style-type: none"> -that everyone is intitled to their own thoughts, views, and opinions and this is ok. - how to mange their own behaviour - have a positive opinion of themselves and understand they have a valuable part to play in everyday life. 	<ul style="list-style-type: none"> -How to set themselves simple, achievable goals - how to persevere with something they are finding challenging. -it is necessary to have to wait for something or someone. <p>A range of strategies, such as using the timer to share resources which will enable them to solve conflicts independently.</p>	<ul style="list-style-type: none"> -how to be empathetic and sensitive to the needs and feelings of other around them. - to be able to articulate their feelings and begin to understand why they feel this way and what they can do to self-regulate. -how to be confident to try new activities in new situations. -what they need to do to build new secure relationships. <p><i>Transition to Year1</i></p>
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- Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.
 - Show sensitivity to their own and to others' needs
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
 - Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
 - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Physical Development Programme of Education

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<p>Reception Children will know:</p>	<ul style="list-style-type: none"> - how to move and stop safely in a space. - how to move in different ways and travel in different directions. Outside PD sessions - how to use a pincer grip/tripod grip effectively in preparation for writing fluency. (Kinetic Lettes) - to use tools safely and effectively with support. 	<ul style="list-style-type: none"> -how to engage in ring games such as Farmer in the Den and Ring a Roses.Outside PD sessions -to hold scissors correctly and cut along a line/zig zag -how to use tri-pod grip during mark making -how to form some letters correctly -how to use a knife and fork to aid them when eating. 	<ul style="list-style-type: none"> -how to ride a scooter and tricycle and be able to stop safely. - how to negotiate obstacles whilst moving a variety of ways. - the importance of exercising and developing their core muscles skills to enable them to access a range of skills such as catching, writing, climbing. Climbing wall/ adventure trail - the importance of helmets when riding a bike. - how to safely get on and off their balance bike. - how to begin to use their feet to stop and start the movement on the balance bike. 	<ul style="list-style-type: none"> -how to ride and steer a balance bike. -how to explore and experiment with a wider range of equipment and them with more control. -and recognise the changes that occur in their bodies when we exercise. Large scale construction. -To use a knife appropriately to cut food. Lunchtimes/ malleable - how to use the balance bike handlebars to steer in different directions. - how to move on a balance bike with confidence. - how to begin to put on and take off their own helmet. 	<ul style="list-style-type: none"> -how to refine a range of balls skills and use them appropriately. throwing, catching, kicking, bating, aiming - what skills are needed to enable them to be able to handle a bike and begin to ride safely. - to be able to use a sequence of movements with some change in levels, direction, or speed. - how to safely get on and off their pedal bike. -how to begin to use the pedals to cycle. - how to stop their pedal bike safely and begin to use their breaks. - how to put on and take off their own helmet. 	<ul style="list-style-type: none"> -how to participate in sporting events -how to participate in different athletic races and events. Sports day -how to show good agility, balance, and co-ordination. -how to combine different movements with ease and fluency. -how to use relevant vocabulary when -observing changes in self and others when exercising. -how to pedal with balance and confidence. -how to move around different obstacles. - how to use their breaks to stop their pedal bike safely. - how to ride a 2-wheel bike
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Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.
 Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.
 Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
 Develop overall body-strength, balance, co-ordination, and agility

ELG

- Negotiate space and obstacles safely, with consideration for themselves and others.
 - Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. old a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.
 - Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Literacy Programme of Education

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

<p>Reception</p>	<p>Children will know:</p> <ul style="list-style-type: none"> - how to hold a book, the correct way up and turn pages from right to left following text where applicable. - how to talk about and retell stories they know, and which are their favourites stories/books and why. - how to read individual letters by saying the sounds for them. - how to form taught letters correctly. -how to write some or all of their name. -all set 1 sounds of the RWI programme. -how to Fred talk simple 1 syllable words. 	<p>Children will know:</p> <ul style="list-style-type: none"> -how to talk about a book they have chosen to read & explain why they have chosen it. -how to blend sounds to read some simple words. -how to segment sounds to be able to write some simple words. -what a sentence is and their key features such as capital letters and full stops. - and be able to talk about the characters, settings, authors, illustrators in books. - some letter names, using these as appropriate. 	<p>Children will know:</p> <ul style="list-style-type: none"> - how to Read some letter groups that each represent one sound and say sounds for them. - how to read a some RWI 'red words' - how stories are structured. - how to segment and blend to read and write simple words and captions. - how to write for different purposes and to communicate meaning. 	<p>Children will know:</p> <ul style="list-style-type: none"> - how to read simple phrases and sentences made up of words with known letter-sound correspondences and 'red words' consistently. - how to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - how to read some simple captions/sentences and understand what they have read – answering appropriate questions. - how to write to share ideas and thoughts. - how to write simple Sentences. 	<p>Children will know:</p> <ul style="list-style-type: none"> - how to begin to use some punctuation - how to develop the use of adjectives. - what conjunctions are and to begin to use them. - how to sound out more complex words in independent reading and writing - how to begin to write captions and simple sentences with growing accuracy and independence 	<p>Children will know:</p> <ul style="list-style-type: none"> - how to write captions and sentences using some punctuation - how to develop Narrative writing skills - how to confidently use adjectives - how to re-read what they have written to check that it makes sense.
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Early Learning Goals:

Comprehension Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
 - Anticipate – where appropriate – key events in stories;
 - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading - Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending;
 - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing Children - at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics Programme of Education

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

<p>Reception Children will know</p>	<ul style="list-style-type: none"> - how to identify when a set can be subitised and when counting is needed. - how to hear and join in with counting sequences. - the importance of counting skills and knowledge, including that the last number in the count tells us 'how many' (cardinality) - how to compare sets of objects by matching -the names and properties of 2D shapes 	<ul style="list-style-type: none"> -how to 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. -how to 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 correspondence; understanding that anything can be counted, including actions and sounds - how to begin to develop the language of 'whole' when talking about objects which have parts. -how to recognise, continue and create repeating patterns. 	<ul style="list-style-type: none"> -how to continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals -how to begin to identify missing parts for numbers within 5 -how to explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the ten number frame how to focus on equal and unequal groups when comparing numbers -how to use and understand positional language effectively. -vocabulary relating to size and measurements and be able to identify longest, shortest, heaviest, lightest. 	<ul style="list-style-type: none"> -that two equal groups can be called a 'double' and connect this to finger patterns -how to sort odd and even numbers according to their 'shape' -how to continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern -how to order numbers and play track games - how to join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers -the names and properties of 2D and 3shapes. 	<ul style="list-style-type: none"> - 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 quantities and numbers, including sets of objects which have different attributes -how to order objects by size, length and weight, using appropriate vocabulary effectively. 	<ul style="list-style-type: none"> - how to 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 - continue to identify when sets can be subitised and when counting is necessary - develop conceptual subitising skills including when using a rekenrek - how to use the shape knowledge to support them in all areas of their learning. -how to measure objects using standard and non-standard forms of measurements.
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Early Learning Goals

- Children at the expected level of development will:
 - Have a deep understanding of number to 10, including the composition of each number.
 - Subitise (recognise quantities without counting) up to 5;
- 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.
 - Children at the expected level of development will: -
 - Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; -
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding The World Programme of Education

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

Enriching and widening children's vocabulary will support later reading comprehension

Reception	<ul style="list-style-type: none"> - About their families and will be able to talk about members of their family and how they are related to them. - be able to talk about themselves - how to talk about the key features of their immediate environment - how to show respect and care for the immediate environment - How to identify types of weather linked to the season - the names of different parts of their bodies. - the local area and school environment 	<ul style="list-style-type: none"> - how to draw on past experiences e.g Christmas, birthday and other special celebrations - that things can change over time -the signs of winter -how to use their senses to describe the weather -that people around the world have different religions and Diwali is celebrated by certain faiths. Diwali enrichment day - the Christmas story and why it is important to Christians. Nativity performance - transport and how we navigate the world. - Road safety and car safety - how to make simple observations about cause and effect. Looking again at seasons and change Ice investigations 	<ul style="list-style-type: none"> - how to recognise differences and similarities between our environment and those of others. - recognise earth environment e.g land, sea and sky etc. - how to talk about the features of their own environment local and compare it those they are familiar with from prior experiences. - that different cultures and people around the world celebrate in different ways. - how to keep ourselves safe when using the internet. - Seasons – the start of spring. - Concepts around space the sun and the moon. - Historical figures – the moon landing 	<ul style="list-style-type: none"> - how to explore the natural world around them, making observations and drawing pictures of animals and plants. - what animals need to be cared of and looked after. - how to talk about past and Present events including what they have done so far this school year and what they would like to do before the end of the year (in the future) - fruit and food from different countries - growing plants 	<ul style="list-style-type: none"> - how to talk about their previous experiences and compare these to new ones. - how to create and follow simple maps. - the properties of different materials which would be best for a given job through experimenting talking about their findings. - how to compare different countries and make comparisons about and discuss similarities and differences about the landscape - understand seasons and appropriate clothing for each season 	<ul style="list-style-type: none"> - talk about holidays they have been on or days out they have had, showing understanding of the past. - talk about what they experienced. - The 4 difference seasons and how the weather typically presents during these times. Understanding there is a cycle of seasons. - How to use new and ambitious vocabulary to share their findings, thoughts and opinions. - explore stories from different cultures
Key vocabulary linked to NC subjects (including but not limited to)	RE	belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, Brahma, aum, temple, Jew, Judaism, synagogue, Muslim, Islam, Mohammed, Allah, Qu'ran, mosque				
	History	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend, family tree, relative, relative names				
	Geography	polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons				
	Science	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth				
	computing	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume				

Past and Present Children at the expected level of development will:

Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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; - 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. The Natural World

Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Expressive Arts and Design Programme of Education

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develop

Reception children will know	<ul style="list-style-type: none"> - the roles of composers and artists Morning jobs - how to create simple representations of people and objects using different techniques. -how to use the role play area to draw upon experiences they have experienced at school or at home -what a performance is and how to watch other perform. Celebration Assembly ? -how to explore about and talk about colour. 	<ul style="list-style-type: none"> - the name of some Musical composers - the Artwork of Kandinsky's 'Circles' Artist Study -how use painting techniques from artists to inspire their own work. -how to perform and sing in a Nativity Infront of an audience. Nativity/ performances -How to talk about and compare different types of music. Singing Assembly 	<ul style="list-style-type: none"> :-how to engage with music, songs and dance from around the world. - how to join in with simple songs remembering some of the words. -how to move to musical stimuli in a variety of ways. - The Artwork of Van Gough 'Starry Night' Artist Study -how to develop storylines and add these into their role play. - how to talk about and add texture/ effects to their work 	<ul style="list-style-type: none"> - how to use a variety of media to create different effects and use these independently in their work. - to explore and play a range of instruments - how to tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound. -how to use their voices when role playing o creates different effects. - how create observational drawings Celebration Cards 	<ul style="list-style-type: none"> -how to work collaboratively with others to share ideas, develop and act out roles in role play. -how to construct with a purpose and use joining techniques effectively. - how to design, adapt and modify their work accordingly. 	<ul style="list-style-type: none"> -how to watch performances and be a good audience member, expressing their feelings and responses. -how to lead a performance with words, poems and song in front of an audience. (T+W performance) -how to use their knowledge of colour, texture and effect to apply to their work independently. Painting techniques, design apply collage
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Key vocabulary linked to NC subjects (including but not limited to)	Art	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint
	Music	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe
	Design Technology	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style

Early Learning Goals

- Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.
 - Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
 - Invent, adapt, and recount narratives and stories with peers and their teacher.
 - Sing a range of well know nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

*A skill and/or knowledge that is taught or gained in any area of learning is not limited to the term in which it is and will be continued to support and developed through the children's time in Early