



EYFS Apple Class Curriculum Overview 2023/24

- NB Flexibility is key in order to reflect children’s interests.
- This curriculum will be delivered through child initiated, adult led, indoor, outdoor, continuous and enhanced provision.
- The Characteristics of Effective Learning underpin our approach to learning, encouraging children to Play and Explore, to be Active Learners and Think Creatively and Critically.
- The 6R’s are compliment and build on CoETL and are integral to our curriculum.

	Autumn		Spring		Summer	
Topics	This is Me!	Celebrations	Superheroes!	Famous People	Growth- plants and animals	Home and Away
Whole School Events	Harvest	Black History Month Christingle Service	Children’s Mental Health week Safer Internet Day	Fairtrade Fortnight Science Week World Book Day		Summer Term Concert Diversity Week
Visits and Visitors	Home visits for new intake.	Rev Phill- Baptism Courtyard Theatre	Emergency Services Parents to discuss jobs	Hereford Museum Visit Blind College Visitor/Visit	Madley Environmental Study Centre	Burghill Village (Church) Court Farm
Areas of Curriculum	Development Matters- guidance				ELG	
Personal, Social and Emotional Development (PSED)	Learning Skills Focus Respect Texts Elmer Be Kind The Kindness Quilt My friend whale Boris Starts School The Colour Monster School All Are Welcome Feelings	Learning Skills Focus Resourcefulness Texts The Lion Inside The Gruffalo The Day the Crayons Quit Billy and the Beast How are you feeling today The Great Big Book of Feelings	Learning Skills Focus Relationships Texts Together We Can Sorry The Squirrels that Squabbled Kindness is my Superpower All in One Piece Growing Eating Well Resting and Sleeping	Learning Skills Focus Risk taking Texts Giraffes Can’t Dance The Cow Who Climbed a Tree Up and Down I Will Not Ever Never Eat a Tomato Saving Sinbad	Learning Skills Focus Resilience Texts Close Your Eyes Cyril and Pat How to Catch a Star The Missing Trick The Greatest Show Penguin The Dot I Can’t Do that Yet	Learning Skills Focus Reflectiveness Texts Clean Up! The Bad Seed Big Bear Hug Beautiful Moon Bob First Come the Zebra The Girl Who Never Made Mistakes.
	Self-Regulation Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	Self-Regulation Identify and moderate their own feelings socially and emotionally	Self-Regulation Talk with others to solve conflicts. Think about the perspective of others.	Self-Regulation Show resilience and perseverance in the face of challenge.	Self-Regulation 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 impulses.	

					Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity. Show an ability to follow instructions involving several ideas/actions.
	<p>Managing Self Become more outgoing with unfamiliar people and show more confidence in new social situations.</p> <p>Make healthy choices about food/drink/activity.</p>	<p>Managing Self Increasingly follow rules without adult reminders and understand why they are important.</p> <p>Be increasingly independent in their own care needs-toileting/dressing.</p>	<p>Managing Self Know and talk about the different factors that support health and wellbeing.</p>	<p>Managing Self See themselves as a valuable individual who can manage their own needs</p> <p>Select and use activities and resources to achieve a goal (with help when needed).</p>	<p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>
	<p>Building Relationships Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop a sense of responsibility and membership of a community.</p>	<p>Building Relationships Begin to understand how others may feel.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Building Relationships Help to find solutions to conflicts and rivalries.</p>	<p>Building Relationships Build constructive and respectful relationships.</p>	<p>Building Relationships Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
Kapow	My friends and Family	My feelings Listening to Instructions?	Happy Head ,Happy Heart	Special relationships	Taking on Challenges
RSE (CWP)	Caring Friendships Recognise the importance of friendship.		Being Kind Recognise the importance of saying sorry and forgiveness.		Families Recognise that all families are different. The Family Book- Todd Parr
Physical Development	<p>Fine Show a preference for a dominant hand.</p> <p>Use one-handed tools and equipment, ie, making snips in paper with scissors.</p>	<p>Fine Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>Fine Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Fine Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Fine Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
	<p>Dough Gym Squiggle Funky Fingers Handwriting Pen Disco</p>	<p>Dough Gym Squiggle Funky Fingers Handwriting Pen Disco</p>	<p>Dough Gym Funky Fingers Handwriting</p>	<p>Dough Gym Funky Fingers Handwriting</p>	<p>Dough Gym Handwriting</p>
	Gross	Gross	Gross	Gross	Gross

	<p>Dress/Undress with independence.</p> <p>Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene.</p> <p>Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing. Name body parts.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>	<p>Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Start taking part in group activities that they make up for themselves.</p>	<p>Combine different movements with ease and fluency</p> <p>Collaborate with others to manage large items. Confidently and safely use a range of apparatus.</p> <p>Develop body strength, balance, coordination and agility.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	
	<p>Get Set 4 PE Intro to PE; Unit 1</p> <p>Forest School. Trim trail</p>	<p>PE- Large ball skills, racket and small ball games and simple team games.</p> <p>Forest School. Trim Trail</p>	<p>PE- Small Apparatus-climbing, jumping and balancing skills. Making up own movements in groups. Forest School. Trim Trail</p>	<p>PE- Large Apparatus and Yoga with Muddy Boots Butterflies.</p> <p>Forest School. Trim Trail</p>	<p>PE- Outdoor games and athletics. Parachute and obstacles, with Muddy Boots Butterflies.</p> <p>Forest School. Trim Trail</p>	
<p>Communication and Language</p>	<p>Listening, Attention and Understanding</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p>	<p>Listening, Attention and Understanding</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	<p>Listening, Attention and Understanding</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listening, Attention and Understanding</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Listening, Attention and Understanding</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and forth exchanges with their teacher and peers.</p>	
	<p>Rhymes</p> <p>5 little jelly fish Here's the beehive Incy Wincy Spider All About Me! Heads, Shoulders Knees... Tommy Thumb 5 Little Ducks</p>	<p>Rhymes</p> <p>I'm a little penguin Bonfires Burning Remember, Remember. Poppy, Poppy Little Lamps are Burning Bright Father Christmas</p>	<p>Rhymes</p> <p>The North Wind I'm A superhero Super Milly Jolly Jemima 999 Mix a Pancake</p>	<p>Rhymes</p> <p>Dinosaur Frere Jacques Brother John My Mum Hot Cross Buns</p>	<p>Rhymes</p> <p>The Plant Song Acorns into Oak trees Minibeasts Double No Trouble Half of 10</p>	<p>Rhymes</p> <p>A Whale's Tale Old MacDonald Hundreds of Birds</p>

	My senses Smell and Sound My senses Sight and touch Vroom Vroom	Five Mince Pies				
	Speaking Develop social phrases. Learn new vocabulary and use it throughout the day in different contexts. Know any rhymes, be able to talk about familiar books and tell a long story. Use talk to organise themselves.	Speaking Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Ask questions to find out more and to check they understand what has been said to them. Be able to express a point of view.	Speaking Describe events in some detail. Connect One idea to another using a range of connectives. Articulate ideas and thoughts in well-formed sentences.	Speaking Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities and to explain how things work and why that might happen.	Speaking 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.	
Literacy	Possible Texts: Three Little Pigs Retelling Class innovation Himbasha Bread Recipe (NF) Sequencing instructions Autumn (NF) Recount Walk Farmer Duck All in One Piece Peace at Last My Body (NF) Coming to England Giraffes Can't Dance Baby Goes to Market My History (NF) My Senses Book (NF) Handa's Surprise	Possible Texts: Oi Frog (LC) Rhyme Condensed Story map and innovation. Birthday The Gunpowder Plot (NF) Remembrance Day (NF) Rama and Sita Diwali (NF) Worried Arthur and the Birthday party Christmas Stories	Possible Texts: Super Milly and the Super School Day (LC) Innovating a story. Using connectives. Letter writing Writing Lists. Winter (NF) Dentist(NF) Doctor(NF) Emergency Services (NF) Supertato There's a Superhero in Your Book. Kindness is my superhero Juniper Jupiter Eliot Midnight Superhero Superworm	Possible Texts: Mary Anning (NF) Account writing Hospitals then and now comparison writing. For longer terms Dinosaurs and all that rubbish (LC) Dinosaurs (NF) Fossils (NF) Dinosaur stories Florence Nightingale (NF) Hospitals then and Now Louis Braille (NF) Rosa Parks (NF) Close Your Eyes	Possible Texts: The Tiny Seed (LC) The Extraordinary Gardener (LC) Story Innovation Trip MESC narrative Spring (NF) From seed to sunflower Seeds A seed in Need Frog/butterfly lifecycle (NF) Growing (NF) Clean Up (LC)	Possible Texts: The Snail and the Whale Postcards Bringing the Rain to Kapiti Plain (Kenya LC) Who am I? Animal Facts I am poems linked to diversity. Summer (NF) Barnaby Bear's Atlas UK (NF) Kenya (NF) Here We Are The Snail and the Whale The Journey Home We Catch the Bus Mrs Armitage On Wheels Mr Gumpy's Outing.
	Word reading	Word reading	Word reading	Word reading	Word reading	

	Phonics RWI Tricky word board and wallets	Phonics RWI Tricky word board and wallet Guided Reading	Phonics RWI Tricky word board and wallet Guided Reading	Phonics RWI Tricky word board and wallet Guided Reading	Phonics RWI Tricky word board and wallet Guided Reading
	Understand the five key concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing.	Develop phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with same initial sound, such as money and mother. Read individual letters by saying sounds for them. Blend sounds into words.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read a few common exception words matched to school scheme. Read some letter groups that represent one sound. Re-read books to build up confidence in word reading and fluency and their understanding and enjoyment.	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.
	Comprehension Story telling area Class discussion	Comprehension Group reading Story telling area Class discussion	Comprehension Group reading Story telling area Class discussion	Comprehension Group reading Story telling area Class discussion	Comprehension Group reading Story telling area Class discussion
	Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.	Engage in extended conversations about stories, learning new vocabulary. Character Setting etc Understand why questions.	Cont to engage in extended conversations about stories, learning new vocabulary.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	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.
	Writing Writing Area Sentence a day Literacy Role Play	Writing Writing Area Sentence a day Literacy Role Play	Writing Writing Area Sentence a day Literacy Role Play	Writing Writing Area Sentence a day Literacy Role Play	Writing Writing Area Sentence a day Literacy Role Play
	Write some or all of their name. Write some letters accurately.	Use some of their print and letter knowledge in their early writing .e.g. lists	Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known sound-letter correspondences using a capital letter and full	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.

		Form lower-case correctly.		stop. Form capital letters correctly. Re-read what they have written to check that it makes sense.	Write simple phrases and sentences that can be read by others.
<h1>Mathematics</h1>	Power Maths Plus		Power Maths Plus		Power Maths Plus
	Numbers to 5 Comparing Groups Within 5 Shape- 2D and 3D Change within 5 Number Bonds within 5 Space		Numbers to 10 Comparing Numbers Within 10 Addition to 10 Measure-length, height and weight Number bonds to 10 Subtraction Exploring Patterns		Counting on and back Numbers to 20 Numerical Patterns Shape-composing and decomposing Measure-Volume and Capacity Sorting Time
	Number		Number		Number
Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5.		Begin to subitise (recognise quantities without counting) up to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals.		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.	
Numerical Patterns		Numerical Patterns		Numerical Patterns	
Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next.		Count verbally beyond 10. Understand the 'one more/one less than' relationship between consecutive numbers to 10. Positional language: describe a familiar route, using words such as 'in front of' and 'behind'. Compare numbers using appropriate vocabulary such as 'more than' 'less than', 'equal to'. Begin to identify evens and odds to 10. Begin to recall double facts to 10. Begin to share quantities between 2 and 3 people to 10. Talk about patterns in environment and continue copy and create repeating patterns.		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.	

			Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes.			
<h1>Understanding the World</h1>	<p>Past and Present</p> <p>This Is Me! Family and our place in it.- photo's as evidence. Growing up-change over time. Timeline Black History</p>	<p>Past and Present</p> <p>Celebrations. Bonfire Night- evidence through pictures/drawings. Remembrance Birthdays Diwali believe/celebrate Christmas</p>	<p>Past and Present</p> <p>Superheroes Occupations and how they have changed. Exploring artefacts</p>	<p>Past and Present</p> <p>Famous People Mary Anning Dinosaurs and Fossils Museum in Class Florence Nightingale Hospitals then and now-photo's/accounts. Louis Braille life for the blind then and now Rosa Parks- prejudice and change</p>	<p>Past and Present</p> <p>Growth</p>	<p>Past and Present</p> <p>Home and Away Burghill and It's community Farm/ers Church/Vicar Shop/keeper</p>
	<p>Begin to make sense of their own life story and family's history.</p>	<p>Comment on images of familiar situations in the past</p>	<p>Compare and contrast characters from stories including figures from the past.</p>		<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	
	<p>People, Culture and Communities</p> <p>My family- pictures for display. Harvest- Burghill and beyond.</p>	<p>People, Culture and Communities</p> <p>Diwali believe/celebrate Black History Christingle at church</p>	<p>People, Culture and Communities</p> <p>Map and pics/photo's of Burghill school then and now.</p>	<p>People, Culture and Communities</p> <p>Fairtrade incl map work</p>	<p>People, Culture and Communities</p> <p>Summer Kenya- contrasting locality, atlas Burghill and It's community Court Farm Visit Maps and Routes Forest School Fire</p>	
	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand that some places are special to members of their community.</p>	<p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries,</p>	

					drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	
	<p>The Natural World Huggy Bears Travels- experience of the world. This is me- our senses Autumn around us- explore the grounds, discuss. Bread Making and harvest Forest School.</p>	<p>The Natural World Making party food- changes in materials Forest School Fire Sand, water and bubble play. Magnets in construction challenge.</p>	<p>The Natural World Winter- changing seasons Bird feeders- care for environment. Forest School</p>	<p>The Natural World Science week – investigating growing Oliver Jeffers- penguins, contrasting Environment Spring Easter nests- changes of state. Forest School Fire</p>	<p>The Natural World Plant conditions for growth Animal lifecycles Looking after the World Around Us- gardening, litter pick, recycle, reuse. Madley ESC visit Summer Forest School Ice lolly Investigation- changing states</p>	
	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Use all their senses in hands on exploration of natural materials.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Understand the effects of the changing seasons on the natural world around them.</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant (and animal Summer term)</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Talk about what they see, using a wide range of vocabulary.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
Expressive Arts and Design	<p>DT Harvest: exploring himbasha bread, following a recipe.</p>	<p>DT Kapow: Mechanisms</p> <p>Learn techniques to make a Santa’s Sliding Chimney Lollipop stick sliding mechanism.</p>	<p>DT Kapow: Cooking and Nutrition</p> <p>Explore fruit and veg and design a class soup.</p>	<p>DT Kapow: Textiles Explore weaving and sewing techniques. Design, make and evaluate a bookmark.</p>	<p>DT Kapow: Junk Modelling Extended to include Design, list materials, make and evaluate a junk model vehicle. Use simple tools. Explore simple fixings- glue, masking tape.</p>	<p>DT Kapow: Structures Explore materials and then design, make and evaluate a boat.</p>
	<p>ART KAPOW: Drawing: Marvellous marks Exploring mark making through different drawing materials. Beginning to draw from observation</p>	<p>ART KAPOW :Painting and mixed media: Paint my world Exploring paint and painting techniques through nature, music</p>	<p>ART Kandinsky Study Shape in art, abstract art. 2D and 3D Loose parts</p>	<p>ART Silhouette Dinosaurs Matisse’s Snail inspired by fossils.(Or Summer) Coffee Dough fossils</p>	<p>ART KAPOW:Sculpture and 3D: Creation station Exploring the sculptural qualities of malleable materials and natural objects;</p>	<p>ART Exploring Animal prints Printing Collage with paper strips Kenyan fabric prints- straight lines</p>

	<p>using faces and self-portraits as a stimulus.-link to construction.</p> <p>KAPOW Autumn craft: Nature wreaths</p>	<p>and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art. Clay work-diva's Christmas art and cards</p>	<p>Variety of Media-pastels, painting, printing, stacking-sculpture.</p>	<p>KAPOW Spring craft: Petal mandala suncatchers Easter Cards Mother's day Art</p>	<p>developing the use of tools and joining techniques; designing and making clay animal sculptures. Father's day Art</p>	<p>KAPOW Summer craft: Salt painting</p>
	<p>Role Play Home corner Hairdressers</p>	<p>Role Play Post Office Christmas</p>	<p>Role Play Dentists Vets</p>	<p>Role Play Natural History Museum</p>	<p>Role Play Garden Centre Reptile/Bug House</p>	<p>Role Play Shop/Café</p>
	<p>Creating with Materials Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Show different emotions in their drawings.</p> <p>Explore colour and colour mixing.</p>	<p>Creating with Materials Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Creating with Materials Develop own ideas and decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>Creating with Materials Create collaboratively sharing ideas, resources and skills.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Develop storylines in their pretend play</p>	<p>Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories</p>	
	<p>KAPOW Exploring Sound</p>	<p>KAPOW Celebration Music</p>	<p>KAPOW Music and Movement</p>	<p>KAPOW Musical Stories</p>	<p>KAPOW Big band</p>	<p>Summer Term 2 Production Songs</p>
	<p>Being Imaginative and Expressive Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p>	<p>Being Imaginative and Expressive Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Sing the pitch of a tone sung by another person 'pitch match'.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar song.</p>	<p>Being Imaginative and Expressive Create their own songs or improvise a song around one they know.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Being Imaginative and Expressive Play instruments with increasing control to express their feelings and ideas.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and</p>	<p>Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	

				dance, performing solo or in groups.		
RE HFDS Agreed Syllabus 2020-25	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians? [Incarnation]	F6 Which stories are special and why?	F3 Why is Easter special for Christians? [Salvation]	F1 Why is the word 'God' so important to Christians? [God]	F5 Which places are special and why?
Computing	CD Player and Smart Board Operate simple equipment, e.g. turns on CD player and uses remote control. Complete a simple program on a computer.		iPad books and Doodle Buddy programme Interact with age-appropriate computer software. Internet Safety awareness.	Programmable toys-beebots. Show skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images.	iPad Photographing and videoing- Use technology for particular purposes.	