

Long term Plan 2023-2024 - Year Reception (Foundation Stage 2)

Learning Mindsets: Autumn - Respect, Spring - Responsibility, Summer - Resilience					
Key Events/Parental Engagement					
Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (5 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Phonics workshop Reading afternoons Dahlicious Day People who help us visitors	Maths workshop Reading afternoons Christmas craft session Lyceum theatre - pantomime	Reading afternoons Maths stay and play session	Parent DT workshop - toys Reading afternoons World Book Day	Minibeast hunt/picnic Reading afternoons Visit to Ecclesfield Church (RE link)	Reading afternoons Wentworth Garden Centre
Topic/Theme					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I wonder...who is special starting school/our family's/how have I changed? /my interests/ people who help us/our community and locality	I wonder...what sparkles in the sky celebrations/Diwali/Bonfire night/Christmas/autumn/cultures/food/our celebrations	I wonder...when the snow falls Winter/changes in state/polar/comparing places/famous explorer	I wonder...what's in the box toys/toys from the past/materials of toys/how things work and move	I wonder...what's hiding in the garden mini beast/plants/changes/lifecycles/weather/seasons	I wonder...what's hiding in the garden CONTINUED Mini topic I wonder...where my dream will take me imagination/fantasy worlds/dreams and reflection/superheroes
Role play themes					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Home corner/babies Doctors/vets	Campfire - Bonfire Night Home corner - birthday/Christmas (party)	Polar explorers Bear Cave - woodland	School Toy workshop - tinkering	Hungry Caterpillar café Garden centre	Giants castle Superhero headquarters
Hook for learning					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Children's own baby photos Visit from a baby Elephant 'poo' in classroom	A letter from teddy Party for teddy	Bear footprints in classroom	Large empty boxes around the classroom	Caterpillars Real fruit left in the classroom with holes in	Beanstalk in the classroom Giant footprints

		Explorer rucksack found in the classroom Bear hunt around school Den building	Stick hunt in school grounds The lost toy Toy day		Bean trail leading outdoors Magic beans left in the classroom with a message from Jack Evil pea problems to solve
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Communication and Language

Listening, Attention and understanding

Speaking

The children's communication and language skills will be developed throughout their time in FS. Opportunities are provided through provision and the following activities:

- Listening and attention games
 - Singing
 - Rhyming activities
 - Circle time
 - Story time
- Floor book - asking questions
 - Talk partners
 - Sharing news
- Naughty bus - adventures from home
- Whole class reading sessions

Literacy

Comprehension

Word reading (see phonics)

Writing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Reading: Word reading and comprehension
Grammar Punctuation Vocabulary Spelling and Phonics (as appropriate)

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<p>Class books: Elmer</p> <p>Reading Skills: Read individual letters by saying the sounds for them.</p> <p>Writing Skills: <u>Composition (oral)</u> Describing Elmer Narrative - sequencing events <u>Transcription</u> Hear and record initial sounds in</p>	<p>Class books: Kipper's Birthday Ten Little Elves</p> <p>Reading Skills: Anticipate - where appropriate - key events in stories Use recently introduced vocabulary. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Class books: Going on a bear hunt</p> <p>Reading Skills: Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few harder to read and spell words.</p> <p>Writing Skills:</p>	<p>Class books: Not a box Not a stick Lost in the toy museum.</p> <p>Reading Skills: Retell a story, joining in with repeated refrains. Re-read these books to build up their confidence in word</p>	<p>Class books: The Very Hungry Caterpillar</p> <p>Reading Skills: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Class books: Jack and the beanstalk How to grow a bean Supertato</p> <p>Reading Skills: Demonstrate understanding of what has been read to them by retelling stories</p>

<p>words. Labels</p>	<p>Read a few harder to read and spell words matched to the school's phonic programme. Read words consistent with their phonic knowledge by sound-blending.</p> <p>Writing Skills: Composition (oral) Invitations Lists Elf descriptions cvc/captions Transcription Spell words by identifying the sounds and then writing the sound with letter/s (known GPC's).</p>	<p>Composition (oral) Narrative - used repeated refrains, re-inventing. Transcription Begin to write simple captions. Scaffolded narrative using structure 'I can see...I see...'" and children complete structure.</p>	<p>reading, their fluency and their understanding and enjoyment. Use and understand recently introduced vocabulary during discussions about stories, poems and during role-play. Read some letter groups that each represent one sound and say sounds for them. Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Writing Skills: Composition (oral) Poetry Instructions - how to play hide and seek.</p> <p>Transcription Instructions - how to play hide and seek.</p> <p>Write short sentences with words with known sound-letter correspondences using finger spaces.</p>	<p>Have some favourite books and be able to talk about them. Create own stories based on my interests and stories I have read. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing Skills: Composition (oral) Writing Narrative - Talk for writing. Narrative - re-inventing own stories. Description Poetry Write simple phrases and sentences that can be read by others using a pattern like 'it is a...'</p> <p>Transcription Scaffolded narrative using structure 'On Monday he ate...'" and children complete structure.</p>	<p>and narratives using their own words and recently introduced vocabulary. Have some favourite books and be able to talk about them. Create own stories based on my interests and stories I have read. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing Skills: Composition (oral) Writing Narrative - Talk for writing. Description Non-fiction Write simple phrases and sentences that can be read by others using a pattern like 'it is a...' Transcription Write short sentences with words with known sound-letter correspondences using finger spaces.</p>
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Our literacy is based around our core texts which are used within provision. Children have access to a range of non-fiction and fiction books. We have regular whole comprehension sessions and daily handwriting lessons.

Phonics (word reading)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics: /s/ <s> /a/ <a> /t/ <t> /p/ <p> , /i/ <i> /n/ <n> /m/ <m> /d/ <d> , /g/ <g> /o/ <o> /c/ <c> <k> , /k/ <ck> /e/ <e> /u/ <u> /r/ <r> , /s/ <ss> Assess and review week R:1 , I, the, no , put, of, is , o, go, into , , pull , as, his	Phonics: /h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll> /j/ <j> /v/ <v> /w/ <w> /ks/ <x> , /y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch> , sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk> , /ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa> , -es (where there is no change to the root word)	Phonics: /ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or> , /ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air> , /ure/ <ure> /er/ <er> /oa/ <ow> , Assess and review week R:5 ,	Phonics: Review week R:6 , Review week R:7 , Review week R:8 , Review week R:9 , Assess and Review week R:10	Phonics: review week R:11 , Review week R:12 Phase 4:1 CVCC-ed /ed , Phase 4:2 CCVC-ed /t/ , Phase 4:3 CCVCC-ed /d/ , Assess and review week R:13	Phonics: Phase 4:4 CCCVC, Phase 4:5 CCCVCC -er -est, /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le, /oi/ <oy> /ur/ <ir> /yoo/ <ue> /or/ <aw> Assess and review R:14, /w/ <wh> /f/ <ph> /yoo/ <ew> /oa/ <oe>

Mathematics

Number

Numerical patterns

*Shape, space and measures

(We use White Rose Maths scheme of learning)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number Sense and Fluency Range of problem solving and reasoning activities					
<i>Just like me!</i> -match and sort, compare amounts -compare size, mass & capacity, exploring pattern <i>It's me 1,2,3!</i> -representing, comparing, composition 1,2,3 Light and dark -representing numbers to 5, one more or less -shapes with 4 sides, time <u>Place value (to 5)</u> Comparing amounts	<i>It's me 1,2,3!</i> -representing, comparing, composition 1,2,3 Light and dark -representing numbers to 5, one more or less -shapes with 4 sides, time <u>Place value (to 5)</u> Comparing amounts	<i>Alive in 5</i> -introducing 0, comparing numbers to 5, composition of 4&5 -compare mass, compare capacity Growing 6,7,8! -making pairs, combining 2 groups -length & height, time	<i>Growing 6,7,8!</i> -making pairs, combining 2 groups -length & height, time Building 9 & 10 -comparing numbers to 10, number bonds to 10	<i>To 20 and beyond</i> -building numbers beyond 10, counting patterns beyond 10 -spatial reasoning, math, rotate, manipulate First then, now -adding more, taking away	<i>Find my pattern</i> -doubling, sharing and grouping, even and odd -spatial reasoning, visualise and build On the move

<p><u>Place value (to 2)</u> Matching and sorting amounts Comparing amounts Representing Counting forwards and backwards More/less Odd and even</p> <p><u>Addition and Subtraction</u> Composition</p> <p><u>Multiplication and division</u> Doubling and halving</p> <p><u>Shape, space and measures</u> Circles Positional language Compare size, mass and capacity, exploring pattern</p>	<p>Representing Counting forwards and backwards Odd and even</p> <p><u>Addition and Subtraction</u> One more/less Composition Problem solving</p> <p><u>Multiplication and division</u> Doubling and halving</p> <p><u>Shape, space and measures</u> Triangles Rectangles Squares Pentagons time</p>	<p><u>Place value (to 7)</u> Comparing amounts Representing Counting forwards and backwards Odd and even</p> <p><u>Addition and Subtraction</u> One more/less Combining 2 groups Composition Problem solving</p> <p><u>Multiplication and division</u> Doubling and halving</p> <p><u>Shape, space and measures</u> Comparing mass/capacity Length/height hexagons time</p>	<p><i>-3D shape, pattern</i></p> <p><u>Place value (to 10)</u> Comparing amounts Representing Counting forwards and backwards Odd and even</p> <p><u>Addition and Subtraction</u> One more/less Combining 2 groups Composition Number bonds to 10 Problem solving</p> <p><u>Multiplication and division</u> Doubling and halving</p> <p><u>Shape, space and measures</u> Length/height Time 3D shape Pattern</p>	<p><i>- spatial reasoning, compose and decompose</i></p> <p><u>Place value (to 20)</u> Comparing amounts Building numbers beyond 10 Counting patterns beyond 10 Odd and even</p> <p><u>Addition and Subtraction</u> Taking away Adding more</p> <p><u>Shape, space and measures</u> Length/height Spatial reasoning Compose and decompose shapes</p>	<p><i>-deepening understanding, patterns and relationships - spatial reasoning, mapping</i></p> <p><u>Place value (to 20)</u> Comparing amounts Building numbers beyond 10 Counting patterns beyond 10 Deepening understanding, patterns and relationships Odd and even</p> <p><u>Addition and Subtraction</u> Taking away Adding more</p> <p><u>Multiplication and division</u> Doubling and halving Sharing and grouping</p> <p><u>Shape, space and measures</u> Length/height</p>
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					Spatial reasoning Compose and decompose shapes
Personal, Social and Emotional Development <i>Self-regulation</i> <i>Managing Self</i> <i>Building Relationships</i>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> - Identifying feelings - Building positive relationships - Knowing the importance of sleep and tooth brushing - Class rules 	<ul style="list-style-type: none"> - Identifying and explaining feelings - Building independence (toileting, eating) - School rules 	<ul style="list-style-type: none"> - Setting goals - perseverance - Knowing right from wrong - Keeping healthy 	<ul style="list-style-type: none"> - Working as part of a group/class - Understanding others' feelings 	<ul style="list-style-type: none"> - Making healthy food choices - Working independently 	<ul style="list-style-type: none"> - Remaining focussed - Explaining right and wrong - Being resilient
Physical development/PE <i>Gross motor skills</i> <i>Fine motor skills</i>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Introduction to PE <ul style="list-style-type: none"> - Finding and negotiating space - Moving in different ways (rolling, crawling, hopping, walking, jumping, skipping etc) - Playing games - Following instructions Being safe in PE	Dance <ul style="list-style-type: none"> - Exploring space - Travelling in different ways - Balancing - Responding to music - Performing and giving feedback 	Gymnastics <ul style="list-style-type: none"> - Moving in different ways - Creating shapes - Rocking and rolling - Balances - Jumping and landing safely 	Games <ul style="list-style-type: none"> - Movement skills - Working with a partner/team - Taking turns - Following instructions Ball skills - throwing, catching, dribbling, rolling	Gymnastics <ul style="list-style-type: none"> - Travelling in different ways - Balancing - Jumping and landing - Combining movements to create sequences - Moving safely on equipment 	Games/Sports day <ul style="list-style-type: none"> - Exploring different ways of travelling - Combining movements - Working as a team - Having control

over
objects
- Taking
part in
races

Children will have access to a range of fine motor activities through provision e.g. scissor skills, threading, making marks, using tweezers, handwriting

Understanding the world (incl. online safety)

Past and present (History)

People, Culture and Communities (RE)

The natural world (Geography, Science)


Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Our past (History)</p> <p>How do humans change as they grow? Look at the human life cycle from baby to elderly person and sequence the key life cycle changes incorporating important events. Discuss the sizes and explain that we get bigger in size as we grow older. Explain the different abilities and the different things that we can do as we get older and discuss the different phases that we go through. As part of this, we will sequence key life cycle stages in our lives and discuss important events at each stage.</p> <ul style="list-style-type: none"> - How I have changed since I was a baby - Past and present events in our lives and family members 	<p>Celebrations (RE)</p> <ul style="list-style-type: none"> - Special events and celebrations - Comparing celebrations - Different beliefs - Food and clothes in celebrations - Bonfire night, Christmas, Diwali <p>Seasons</p> <ul style="list-style-type: none"> - Autumn - what has changed? - weather - clothing <p>Key concepts: Comparing, similarities and differences</p> <p>Historical event (Bonfire night)</p> <ul style="list-style-type: none"> - what happened, why is it a significant event? How do we celebrate Bonfire Night in Britain? 	<p>Contrasting environments (Geography, Science)</p> <p>Investigating Hot and Cold Places</p> <p>Contrasting environments (Geography, Science)</p> <p>Similarities and differences Weather Changing states of matter - water, freezing Observations over time Looking at other countries which are cold-similarities and differences. Know the name of the 4 SEASONS. Know basic vocabulary for weather.</p>	<p>Toys (History)</p> <p>We will name different types of toys. We will look at toys from the past and consider what materials were used. We will discuss how old toys worked. We will look at toys from the past and consider what materials were used and look at sorting toys into sets to see how they work. We will ask the question - How do they compare to the toys that we have now?</p> <ul style="list-style-type: none"> - We will look at 	<p>Growing - minibeast/plants (Geography, Science)</p> <ul style="list-style-type: none"> - Lifecycles, sequences - Observations over time - Explore the natural world around them. - Make observations and drawing pictures of animals and plants (linked to garden topic) - Recognise some environments that are different from the one they live. <p>Seasons</p> <ul style="list-style-type: none"> - Spring - what has changed? - weather 	<p>Who is in my Family? Grandma's Bill book as a focus</p> <p>Baby toddler child teenager adult old older young younger</p> <p>Generations</p> <p>Grandparents Great grandparents Relationships Special Past Present Birthdays Weddings Christenings Parties generations</p>

<ul style="list-style-type: none"> - Similarities and differences - Discussing our family tree- who is older? Who is the youngest? How are members of your family similar/different? - Families - similarities and differences between each other's families within the class - People who help us/are special to us <p>Key concepts: Change and continuity, chronology.</p> <p>Investigating our school Our immediate environment (classroom and school) Locating different parts of the classroom and school and roles within the school What is our school called? Place-What is the address? Roles within our wider community People who help us in our community and locality What jobs do people do in school-interview office/cook/caretaker/cleaner/other teachers? Different Cultures How different cultures celebrate different</p>	<ul style="list-style-type: none"> - Sequencing the story of Guy Fawkes <p>Comparing past and present images of celebrations of Bonfire Night</p> <p>CONCEPTS- Time, change and chronology, Similarity and difference, Significance, Interpretations, Historical evidence</p>	<p>Types of clothes needed for cold temperatures. Know that there are hot and cold places in the world. Weather in Sheffield/Uk Is it always the same in all parts of the UK? F2 thermometer-recording temperature (increase/decrease)</p> <ul style="list-style-type: none"> • explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) • experience different weather conditions and their impact on the environment • examine and discuss natural objects (e.g. leaves, twigs, stones) • explore the immediate local area through walks and visits to selected sites. <p>Seasons</p> <ul style="list-style-type: none"> - Winter - what has changed? 	<p>the question of how and why has the same style of toy changed over time?</p> <ul style="list-style-type: none"> - Comparing - similarities and differences - How do toys of the past compare to the toys that we have now? How and why has the same style of toy changed over time? We will sort toys from the past and present and consider which toys are no longer 	<ul style="list-style-type: none"> - comparing to autumn and winter <p>Key concepts: Change, predicting, testing, asking questions.</p> <p>Investigating the outside of our school Map skills (linked to topic) - use map skills to locate outside features of school. Explore the external world around them, making observations and drawing pictures of animals and plants (linked to garden topic) Field Work and Map Skills What words can I use to describe where the garden area is/ animals and plants found, forward backward near far left right? Describe the route from their classroom to the field-positional language-up down left, right Use of simple compass directions N/S Our school from above-use aerial map</p>	<p>Who is in my family? Who is in my wider family? Celebrations with families? Changes (linked to transition - linked to PSED).</p> <ul style="list-style-type: none"> - how we have changed, looking at our journey through the year, including significant events through the foundation year - Discuss what we are looking forward to in Year 1 <p>Key concepts: Changes, chronology</p>
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<p>festivals around the world.</p> <p>Field Work and Map Skills</p> <p>Where am I (in the room- what parts of the room do I use -positional language next to above behind in front)</p> <p>Take pictures of class toy in different places and make a photo montage using positional language. Create sound maps around school-what different sounds do I hear- kitchen/office/classrooms/hall</p> <p>Map journeys around school to hall/field/home mapping different places in the building can pupil name-hall office, kitchen, other classrooms, ICT room.</p> <p>Who works in these spaces?</p> <ul style="list-style-type: none"> • explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) • experience different weather conditions and their impact on the environment • examine and discuss natural objects (e.g. leaves, twigs, stones) • explore the immediate local area through walks and visits to selected sites 		<ul style="list-style-type: none"> - weather - comparing to autumn - what is different? What is the same? - Sorting and matching items to seasons - Understand the effect of changing seasons on the natural world around them <p>Key concepts: Place, environment Predicting, testing</p> <p>MAP SKILLS - Cold Places -where are they in relation to where we are?</p>	<p>made and how they have changed over time (e.g. battery powered toys). We will consider the significance and impact of this.</p> <p>We will compare the toys and look at the similarities and differences in what toys were made of.</p> <p>Toys from the present</p> <ul style="list-style-type: none"> - Naming different types of toys - Which toys are no longer made? - Sorting how toys work and how that has changed over time (e.g. 	<p>to identify school and the features around the school. Which parts of the external school grounds do they use/not use. Label a map of the external areas of the school-writing what they do/don't do there.</p> <p>Make simple maps showing play areas/no go areas for the next F2 class.</p> <p>Hot Weather Observations- clouds/temperature/sunlight Winter/Spring - what has changed? Weather Comparing to autumn - what is different? What is the same? Sorting and matching clothing items to seasons</p> <ul style="list-style-type: none"> • explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) experience different weather conditions and their impact on the environment • examine and discuss natural 	
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			battery powered).	objects (e.g. leaves, twigs, stones) • explore the immediate local area through walks and visits to selected sites.	
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Expressive art and design
Creating with materials
Being imaginative and expressive

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>I wonder...who is special</p> <p><i>Painting/Collage/ Drawing</i> <i>Research: Colour: Kandinsky</i></p>  <p>Text: The dot by Peter H Reynolds</p> <p>Developing skills: -Naming colours -Experimenting with and using primary colours -Colour mixing -Using a range of tools to make coloured marks on paper -Beginning to use a variety of drawing tools -Investigating different lines and shapes</p> <p>Applying skills: Colour mixing with powder paints</p>	<p>I wonder...what sparkles in the sky</p> <p><i>Painting/Collage/Drawing/Printing</i> <i>Research: Bonfire night, firework videos</i></p> <p>Developing skills: -Handling, manipulating and enjoying using materials -Exploring a range of materials, tools and techniques -Creating representations -Printing with a variety of objects</p> <p>Applying skills: Chalk firework pictures Winter art</p> <p>My Stories Charanga Style: Mixed styles</p>	<p>Food- changes of state</p> <p><u>Developing skills (investigate and explore):</u> -Researching and investigating a range of healthy smoothies -Making choices about equipment -Handling tools and equipment safely and with control -Cutting fruits -Observing and discussing changes</p> <p><u>Applying skills (designing and making):</u> -cutting fruit - smoothies -melting chocolate - rice crispie cakes</p>	<p>Technique - combining media and materials</p> <p>To explore ways of joining materials in the most effective way to create 3D models.</p> <p>To explore strengthening and stiffening materials</p> <p><u>Developing skills (investigate and explore):</u> -Designing toys and puppets, making choices about materials -Observing how materials are joined together -Experimenting joining materials</p>	<p>I wonder...what's hiding in the garden</p> <p><i>Painting/Collage/Drawing/3D art</i> Developing skills: -Exploring of a range of surface textures inside and outside -Rubbings -Safely using a range of tools and techniques -Combining effects to create -Creating textures</p> <p>Applying skills: Observational drawings of plants and animals Clay mini beast Mixed media minibeast Summer seasonal art</p>	<p>Combining media and materials for a planned effect</p> <p>Explore hinges and fastenings</p> <p><u>Developing skills (investigate and explore):</u> -Designing models to achieve a desired effect -Combining media and materials -Joining materials together effectively</p>

<p>Drawing and painting self portraits</p> <p>ME Charanga Style: Mixed styles</p>		<p>Everyone Charanga Style: Mixed Styles</p>	<p>together in different ways -Considering an object's surface, size and shape when choosing a method of joining</p> <p><u>Applying skills (designing and making):</u> -Junk model toys -Moving puppets</p> <p><u>Our World Charanga</u></p>	<p>Big Bear Funk Transition Unit Charanga</p>	<p>-Adapting models to improve -Weaving to create dream catchers</p> <p><u>Applying skills (designing and making):</u> -Weaving dream catchers</p> <p>Big Bear Funk Transition Unit Charanga</p>
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MUSIC:

Children will be encouraged to latent and appraise music as they learn new songs and listen to new pieces of music. They will start to develop the ability to verbalise the tempo of music, how music makes them feel and express whether they enjoy a piece of music. They should also be able to name some instruments in a simple arrangement.

Children will be introduced to a variety of instruments using Charanga's listening game. Children will listen to individual instruments then identify them in a piece of music.

RE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Which people are special and why?</p> <ul style="list-style-type: none"> - Who is special to you and why? 	<p>Which stories are special and why?</p> <ul style="list-style-type: none"> - What is your favourite story? 	<p>Which places are special and why?</p> <ul style="list-style-type: none"> - Where is special to me? 	<p>Which times are special and why?</p> <ul style="list-style-type: none"> - What special 	<p>What is special about our world?</p>	<p>Where do we belong?</p> <ul style="list-style-type: none"> -What makes us feel special?

<ul style="list-style-type: none"> - Why are some people special? - What is a good friend like? - How did Jesus make special friends? <p>What story shows Jesus being a good friend and caring for others?</p>	<ul style="list-style-type: none"> - Why is it special to you? - What books/stories are special to Christians and Hindus? <p>Invite Rev. Tim Gill in to read a Bible story. Church visit - Harvest service</p>	<ul style="list-style-type: none"> - Where is a special place for Christians to go? - What makes a church special? - Where is a special place for Muslims to go? - What makes a mosque special? <p>Compare church and mosque</p>	<p>times have you had?</p> <ul style="list-style-type: none"> - What do others celebrate? <p>Explore different celebrations</p>	<ul style="list-style-type: none"> - What are our favourite things about nature? - What do you think is special about the world? - Is our world very good? <p>How could we make our world better?</p>	<ul style="list-style-type: none"> -What groups do we belong to? -What groups do religious people belong to? -How do we show people they are welcome?
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