



**EYFS Long Term Plan: Reception**

<u>Enrichment / Visits</u>	Harvest Visit from Rev Autumn Walk	Christmas Nativity Diwali Remembrance Day Dentist Talk	Mother's Day Assembly Spring walk	Visit from Local PCSO/ Dentist World Book Day Easter Parade Dentist Talk	Walk around school ground Summer Walk Farm Trip	Sports Day Transition to Year 1
<u>Reception</u>	<b>Autumn 1</b> What makes me great?	<b>Autumn 2</b> When do we celebrate?	<b>Spring 1</b> Where do I live?	<b>Spring 2</b> What job do I want to have?	<b>Summer 1</b> How do things grow?	<b>Summer 2</b> How do we get there?
<u>Communication and Language</u> To achieve by the end of Reception	<p><b>ELG Communication and Language -Listening, Attention and Understanding:</b> 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 conversations when engaged in back and forth exchanges with their teacher and peers</p> <p><b>ELG Communication and language -Speaking:</b> Participate in small group, class and one to one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanation 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 past. Present and future tenses and making use of conjunctions, with modelling and support.</p>					
	-To understand how to listen carefully and know why this is important. -Use talk to organise themselves and their play, "Let's go on a coach.. I'll be mummy"	-To begin to understand how and why questions. -To listen to and talk about stories to build familiarity and understanding with a focus on traditional tales and familiar stories during this term. -Engage in story time by listening to stories and poems and singing songs and rhymes,	-Show they understand a question such as who, what, where, when, why and how. -Describe events in some detail - Engage in non-fiction books. - Use new vocabulary throughout the day	-To answer simple questions with a relevant response. -Connect one idea or action to another using a range of connectives.	-To be able to ask questions to find out more and to check they understand what has been said. -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	-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. -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate
<u>Literacy</u> To achieve by the end of Reception	<p><b>ELG Literacy – Comprehension:</b> 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.</p> <p><b>ELG Literacy – Word Reading:</b> 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.</p> <p><b>ELG Literacy – Writing:</b> 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</p>					
<u>Key Texts:</u>	Peace At Last!  <u>Learning Focus</u> Drama Retelling stories	Ben and Gran Dear Santa <u>Learning Focus</u> Drama Retelling stories Letter Writing Cards	The 3 Little Pigs Hansel & Gretel <u>Learning Focus</u> Drama Retelling stories traditional story Wanted Poster Dialogue	How to Catch A Star Postman Bear <u>Learning Focus</u> Drama Retelling stories Information writing Story Settings	Farmer Duck Oliver's Vegetables <u>Learning Focus</u> Drama Retelling a stories Writing own version of the story Instruction writing Dialogue	We're Going on a Bear Hunt! <u>Learning Focus</u> Drama Retelling stories Recount Using adjectives Facts file about bears
<u>Phonics</u>	<u>Phase 2</u>	<u>Phase 2</u> <u>Phase 3</u>	<u>Phase 3</u>	<u>Phase 3</u>	<u>Phase 4</u>	<u>Phase 4</u>



<p><b>Little Wandle Planning</b></p>						
<p><b>Mathematics</b></p> <p><b>ELG Mathematics – Number:</b> 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.</p> <p><b>ELG Mathematics – Numerical Patterns:</b> Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>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.</p>						
<p><b>Mastering Number</b></p>	<p>Subitising within 3</p> <p>Focus on counting skills</p> <p>Explore how all numbers are made of 1s</p> <p>Focus on composition of 3 and 4</p> <p>Subitise objects and sounds</p> <p>Comparison of sets - 'just by looking'</p> <p>Use the language of comparison: more than and fewer than</p>	<p>Focus on counting skills</p> <p>Focus on the 'five-ness of 5' using one hand and the die pattern for 5</p> <p>Comparison of sets - by matching</p> <p>Use the language of comparison: more than, fewer than, an equal number</p> <p>Explore the concept of 'whole' and 'part'</p> <p>Focus on the composition of 3, 4 and 5</p> <p>Practise object counting skills</p> <p>Match numerals to quantities within 10</p> <p>Verbal counting beyond 20</p>	<p>Subitise within 5 focusing on die patterns</p> <p>Match numerals to quantities within 5</p> <p>Counting – focus on ordinality and the 'staircase' pattern</p> <p>See that each number is one more than the previous number</p> <p>Focus on 5</p> <p>Focus on 6 and 7 as '5 and a bit'</p> <p>Compare sets and use language of comparison: <i>more than, fewer than, an equal number to</i></p> <p>Make unequal sets equal</p>	<p>Focus on the 'staircase' pattern and ordering numbers</p> <p>Focus on ordering of numbers to 8</p> <p>Use language of <i>less than</i></p> <p>Focus on 7</p> <p>Doubles – explore how some numbers can be made with 2 equal parts</p> <p>Sorting numbers according to attributes - odd and even numbers</p>	<p>Counting – larger sets and things that cannot be seen</p> <p>Subitising – to 6, including in structured arrangements</p> <p>Composition – '5 and a bit'</p> <p>Composition - of 10</p> <p>Comparison – linked to ordinality</p> <p>Play track games</p>	<p>Subitise to 5</p> <p>Introduce the rekenrek</p> <p>Automatic recall of bonds to 5</p> <p>Composition of numbers to 10</p> <p>Comparison</p> <p>Number patterns</p> <p>Counting</p>



<p><u>PSED</u></p> <p><u>To achieve by the end of Reception</u></p>	<p><b>ELG PSED – Self-Regulation:</b> 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 focused 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.</p> <p><b>ELG PSED – Managing Self:</b> 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.</p> <p><b>ELG PSED – Building Relationships:</b> 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.</p>					
<p><u>PSHE Themes</u></p>	<p><b><u>Me and my relationships</u></b> All about me What makes me special Me and my special people</p>	<p><b><u>Valuing difference</u></b> Same and different Same and different families Same and different homes Kind and caring (1)</p>	<p><b><u>Rights and responsibilities</u></b> Being helpful at home and caring for our classroom Caring for our world Looking after money : recognising, spending, using</p>	<p><b><u>Being my best</u></b> Healthy eating Move your body A good night's sleep</p>	<p><b><u>Growing and changing</u></b> Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? (History folder)</p>	<p><b><u>Keeping myself safe</u></b> What's safe to go onto my body Keeping Myself Safe - (including medicines) Safe indoors and outdoors</p>
<p><u>Physical Development</u></p> <p><u>To achieve by the end of Reception</u></p>	<p><b>ELG PD – Gross Motor Skills:</b> 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.</p> <p><b>ELG PD – Fine Motor Skills:</b> Hold a pencil effectively in preparation 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</p>					
	<p><b>Gross &amp; Fine motor skill activities</b></p> <ul style="list-style-type: none"> <li>-Negotiating space and obstacles safely in and out of the classroom.</li> <li>- Developing fine motor skills through zipping and unzipping coats.</li> <li>- Developing mark making Skills</li> <li>- Pencil control activities</li> </ul> <p><b><u>PE unit-</u></b> Gymnastics Static and Dynamic Distance</p>	<p><b>Gross &amp; Fine motor skill activities</b></p> <ul style="list-style-type: none"> <li>-Demonstrate strength, balance and coordination when playing</li> <li>- Work on pincer grip</li> <li>- Pencil control activities</li> <li>- Name writing</li> <li>- Use a range of small tools – scissors, paint brushes, cutlery.</li> </ul> <p><b><u>PE unit-</u></b> Fundamental Movement skills Object Manipulation</p>	<p><b>Gross &amp; Fine motor skill activities</b></p> <ul style="list-style-type: none"> <li>-Negotiate space and obstacles safely through PE lessons - gymnastics</li> <li>- Take part energetically in running, jumping, dancing, hopping, skipping and climbing activities.</li> <li>- Begin to show accuracy and are when drawing</li> <li>- Work on pincer grip</li> <li>- Pencil control activities</li> <li>- Name writing</li> </ul> <p><b><u>PE unit-</u></b> Dance</p>	<p><b>Gross &amp; Fine motor skill activities</b></p> <ul style="list-style-type: none"> <li>-Negotiate space and obstacles safely through PE lessons - gymnastics</li> <li>- Handling tools &amp; equipment to make playdough?</li> <li>- Work on pincer grip</li> <li>- Pencil control activities</li> <li>- Name writing, word &amp; sentence writing</li> </ul> <p><b><u>PE unit-</u></b> Fine motor skills Fundamental movement skills</p>	<p><b>Gross &amp; Fine motor skill activities</b></p> <ul style="list-style-type: none"> <li>-Games in PE - Take part energetically in running, jumping, dancing, hopping, skipping, and climbing activities.</li> <li>- Begin to show accuracy and care when drawing – observational drawing of plants and flowers.</li> <li>- Name writing, word &amp; sentence writing</li> </ul> <p><b><u>PE unit-</u></b> Target Games Athletics</p>	<p><b>Gross &amp; Fine motor skill activities</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely.</li> <li>- Name writing, word &amp; sentence writing</li> <li>- Become a fluent writer – using the tripod grip.</li> </ul> <p><b><u>PE unit-</u></b> Athletics</p>



<p><b>Understanding of the World</b></p>	<p><b>ELG UTW – Past and Present:</b> 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.</p> <p><b>ELG UTW –People, Culture and Communities:</b> 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.</p> <p><b>ELG UTW – The Natural World:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and <b>what has been read in class</b>. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
<p><b>Science</b></p>	<p>-I understand the effects of changing seasons on environment around me -I can use my senses to explore natural materials - I can make observational drawing (Autumn walk materials) (Leads into Y1 Seasonal Changes)</p>	<p>- I can name the materials that objects are made from in my environment ( glass, metal, plastic and paper) (Leads into Y1 naming materials and their properties – Everyday Materials)</p>	<p>-I can understand important processes and changes of a liquid to a solid (winter) -SC Enquiry investigation (Leads into Y1 Seasonal Changes)</p>	<p>-I can say what we need to do to be healthy  - I know how to look after my teeth <b>(dentist link)</b> (Leads into Y2 – knowing how to keep healthy and basic hygiene – Animals, including Humans)  -I understand the effects of changing seasons on the natural world (Spring Walk) -I can make observational drawing (Leads into Y1 Seasonal Changes)</p>	<p>-I can care for the natural environment and living things -I can ask questions and observe a plant growing - Sunflowers/runner bean plants and spinach seeds (Leads into Y1 naming a variety of plants and knowing their basic structure - Plants)  -I can make observations and drawings of animals and plants (butterfly/ frog tadpoles, snakes , types of birds ) (Leads into Y1 naming a variety of plants and animals and knowing their structures – Animals, including Humans)</p>	<p>-I understand the effects of changing seasons on the natural world (summer walk) -I can make observational drawing (Leads into Y1 Seasonal Changes)  -I can talk about what I can see <b>‘Skittles experiment’</b> (summer-rainbows)  -I can say similarities and differences between animals in this country and a contrasting country (Leads into Y1 naming a variety of animals and Y2 plant and animal habitats – Living Things and Their Habitats)</p>
<p>History</p>	<p>-I can name and describe people who are familiar to me -I can talk about members of my family (Leads into Y1 – knowing what a significant event in their own and other peoples’ lives)</p>	<p>-I can talk about events in my own life using past, present &amp; future forms (Leads into Y1 – knowing what a significant event in their own and other peoples’ lives – Am I making History? Studying Samuel Pepys, Florence Nightingale and Mary Seacole)</p>	<p>-I can look at everyday objects (phones, computers, pictures) and say something that is the same/different to those in the past (Leads into Y1 – knowing how technology has changed our lives – fire brigade (Great Fire of London) , medical equipment used by nurses)</p>	<p>-I can talk about the roles of the people around me and their place in society  -I can show interest in different occupations. (Leads into Y1 – role of the fire brigade and nurses in society and improvements in technology over the years to improve their service)</p>	<p>-I can understand that I change over time (Leads into Y1 – knowing what a significant event in their own and other peoples’ lives – Am I making History? Studying Samuel Pepys, Florence Nightingale and Mary Seacole)</p>	<p>- I can listen to a story (school in the past) I can say what is the same / different (Leads into Y1 – knowing other peoples’ lives were different in the past to the present day – study of Great Fire of London and Mary Seacole)</p>



<p>Geography</p>	<p>-I can understand that we live in a place. -I understand and that there are different roads and streets in my area (Leads into Y1/2 landmarks in Sheldon and Birmingham – Are Birmingham and London cities? Why should I go to Sheldon? )</p>	<p>- I know that there are different parts in the UK and can see differences in photos (Leads into Y1 naming the countries and capital cities of the UK - Are Birmingham and London cities? Why should I go to Sheldon?)</p>	<p>-I can say that a map is used to find places. (Leads into Y2 maps of the local area – Why Should I go to Sheldon?) -I can use simple language: building, house, road, street, park. -I can describe my school environment (Leads into Y1/2 naming human and physical features and local landmarks – Why should I go to Sheldon?)</p>		<p>-I can compare the natural world around me to a different place (farm trip) (Leads into Y1/2 What is in the World Around Me? What is it like in Africa?) -Geographical enquiry – Do the school grounds have enough flowers to attract wildlife? (Leads into Y1/2 geographical enquiry)</p>	<p>-I can name some similarities and differences between life in this country and life in another country (Leads into Y2 What is like in Africa?)</p>
<p>RE</p>	<p>Being Thankful <b>- Christianity</b> Harvest Festival and giving thanks for food, presents.  -I can understand that at harvest we give food to those who do not have enough  -</p>	<p>Expressing Joy <b>Christianity-</b> Christmas, a joyous celebration. <b>Hinduism</b> – Diwali.  - I can show a feeling of great happiness. -I can say what makes me happy -I can say how I feel when I am are happy?</p>	<p>Caring for others, animals, and environment  <b>Buddhism</b> The principles of not harming living things.  - How have you cared for others? How do you care for your family, your friends, your pet?</p>	<p>Being Courageous and Confident  <b>Islam</b> The story of Hagar – left in the desert – courage to survive - Being brave even when you don't feel it. Being strong and believing in yourself. <b>Islam</b> Eid celebrations – -I can say what makes me happy. Chn talk about their Eid celebrations at home and share their family traditions, use photos from the children.</p>	<p>Appreciate Beauty  <b>Christianity</b> Easter Story - rebirth  - I can talk about what I believe is beautiful - Is it important for the world to be beautiful – why?</p>	<p>Being Fair and Just  <b>Sikhism</b> Guru Nanak, founder of the Sikh faith; how he taught the importance of justice, equality and fellowship  -I can say what is fair / unfair -I understand the importance of following rules</p>



<p><b>Computing</b></p>	<p><b>Drawing skills</b>          -I can select colours when painting on the computer/ipad          -I can draw pictures on the computer to go with my work.          -I can use a computer/ipad to draw with different widths of pens.          -I can try the different tools that I can draw with on the computer.          -I can use the undo button correctly.          -I can use the erase button.          -I can draw on a computer using a mouse.          -I can use a touchscreen device purposefully.</p> <p><b>Final Project</b>          Children to draw a picture of a class mascot (class dojo monster)</p> <p>(Leads into Y1 – drawing a portrait in the style of Picasso)</p>	<p><b>Hardware</b>          -I can understand why having clean hands is important when using shared devices          -I can understand why it is sensible to eat and drink whilst using a technological device.          -I can understand why I need to take care with electronic devices and their plugs and wires.          -I can take appropriate actions when I need to carry a device to a different location.          -I can use devices with care.          -I can identify the technology used around me.</p> <p><b>Final Project</b>          To identify different technology around us</p> <p>(Leads into Y1 – locating examples of technology around us and understanding how it can help us, naming parts of a computer)</p>	<p><b>Technology Around Us</b>          -I can talk about what technology is used at home.          -I can talk about what technology is used outdoors          -I can talk about what technology is used in the world around me.</p> <p><b>Sounds</b>          -I can make music using a computer/ipad program.          -I can add sound effects to my work.          -I can use a device to record myself speaking and play back the sounds.</p> <p><b>Final Project</b>          To create a song using different sounds</p> <p>(Leads into Y1 – programming animations)</p>	<p><b>Photography</b>          -I can talk about what photos show.          -I can take photos using a digital device.          -I can use a camera on a digital device          -I can open photos in a software that I have taken</p> <p><b>Final Project</b>          To use the camera on a digital devices to take photos</p> <p>(Leads into Y2 taking and editing photographs)</p>	<p><b>Robots</b>          -I can talk about where I am moving a toy vehicle whilst I am moving it.          -I can describe the route taken by a toy vehicle          -I can follow directions to make for a toy vehicle.          -I can plan a route for a toy vehicle.          -I can follow my own plan for where the toy vehicle should move.          -I can make the floor robot move.          -I can control the forwards, backwards and rotation of a floor one step at a time.          -I can program a 3 steps route for a floor robot.          -I can predict where a floor robot will end up when given the instructions for 2 to 3 step route.          -I can plan a route for a floor robot and then carry out these instructions one step at a time.</p> <p><b>Final Project</b>          To create a route for a floor robot to move. Use of the different direction arrows (Leads into Y1 programming Beebots and debugging programmes)</p>	<p><b>Robots</b>          -I can talk about where I am moving a toy vehicle whilst I am moving it.          -I can describe the route taken by a toy vehicle          -I can follow directions to make for a toy vehicle.          -I can plan a route for a toy vehicle.          -I can follow my own plan for where the toy vehicle should move.          -I can make the floor robot move.          -I can control the forwards, backwards and rotation of a floor one step at a time.          -I can program a 3 steps route for a floor robot.          -I can predict where a floor robot will end up when given the instructions for 2 to 3 step route.          -I can plan a route for a floor robot and then carry out these instructions one step at a time.</p> <p><b>Final Project</b>          To create a route for a floor robot to move. Use of the different direction arrows (Leads into Y1 programming Beebots and debugging programmes)</p>
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<p><b>Online Safety</b></p>	<p><b>Managing Online Information</b>          -I can talk about how to use the internet as a way of finding information online.          - I can identify devices          - I could use to access information on the internet</p> <p><b>Health, Well-being and Lifestyle</b>          - I can identify rules that help keep us safe and healthy in and beyond the home when I am using technology.          - I can give some simple examples of these rules          -I can apply these rules during my play          -I can link feelings to my online experiences</p>	<p><b>Managing Online Information</b>          -I can talk about how to use the internet as a way of finding information online.          - I can identify devices          - I could use to access information on the internet</p> <p><b>Health, Well-being and Lifestyle</b>          - I can identify rules that help keep us safe and healthy in and beyond the home when I am using technology.          - I can give some simple examples of these rules          -I can apply these rules during my play          -I can link feelings to my online experiences</p>	<p><b>Privacy and Security</b>          - I can explain what it means for something to be private.          - I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) -I can describe who would be trustworthy to share this information with ; I can explain why they are trusted.</p> <p><b>Copyright and Ownership</b>          -I know that work I create belongs to me          -I can name my work so that others know it belongs to me          - I can express how I felt when I created this work I can share my work with a friend</p>	<p><b>Privacy and Security</b>          - I can explain what it means for something to be private.          - I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) -I can describe who would be trustworthy to share this information with ; I can explain why they are trusted.</p> <p><b>Copyright and Ownership</b>          -I know that work I create belongs to me          -I can name my work so that others know it belongs to me          - I can express how I felt when I created this work I can share my work with a friend</p>	<p>Opportunity to revisit previous units/consolidate learning</p>	<p>Opportunity to revisit previous units/consolidate learning</p>
<p><b>Expressive Arts and Design</b></p>	<p><b>ELG EAD – Creating with Materials:</b> 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.</p> <p><b>ELG EAD – Being Imaginative and Expressive:</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					
<p>Art</p>	<p>Picasso          -I can hold a pencil and control the lines I draw          -I can use shapes to create a portrait          -I can name the colours I choose (primary)          (Leads into Y1 portraits)</p>		<p>Paul Klee ‘The Town’          -I draw simple shapes          -I can use scissors to cut out simple shapes          -I can glue shapes to create a picture of a place          (Leads into Y2 – drawing a urbanscape of Sheldon based on the work of L.S. Lowry – Why Should I go to Sheldon?)</p>		<p>Van Gogh-Sunflowers          -I can draw something I can see          -I can hold and control a paintbrush          -I can create my own sunflower          (Leads into Y2 – painting African fabric designs and seascapes)</p>	



DT			<p><b>DT - I can make own home for the three pigs;</b>          -I can discuss my ideas          -I can represent my ideas using a range of a materials and tools (scissors, masking tape, glue etc.)          (Leads into Y1 – Making a moving picture using masking tape, split pins, sticky tape, hole punch and a stapler- What is in the World Around Me?)</p>	<p><b>Cooking: I can make a healthy salad</b>          --I can use tools safely when cooking          -I can use a knife and fork to chop soft fruit and vegetables          Skill: chopping          (Leads into Y1 making a smoothie – chopping soft fruits)</p>		<p><b>DT – I can make a moving vehicle for a small figure</b>          - I can develop my ideas and choose materials.          -I can plan my design          -I can explore materials and join materials together (mobilo, duplo, straws)          (Leads into Y1 – making a moving vehicle including wheels and axels – Are Birmingham and London Cities?)</p>
Music	<p>I can come up with simple actions to well-known songs          I can move to a beat          I can express feelings and emotions through movement to music          Kapow Unit: Music and Movement</p>	<p>I can talk about the music from a range of cultural and religious celebrations: Diwali , Hanukkah, Kwankzaa and Christmas          Kapow unit: Celebration Music</p>	<p>I can use my body and voice to make sounds          I can experiment with ' fast and slow (tempo)' and 'loud and soft (dynamics)' when playing instruments          I can identify sounds in the environment and differentiate between them          Kapow Unit: Exploring Sound</p>	<p>I can perform a song with an untuned percussion instrument, to a small audience          I can follow a beat using an untuned percussion instrument.          I can perform a song to a small audience          Kapow Unit: Big Band</p>		