



**Long term plan      Pine**

	Autumn 1 Once Upon a Time	Autumn 2 Brick by Brick	Spring 1 Would a Dinosaur make a good pet?	Spring 2 Could a wombat live at the North Pole?	Summer 1 I do like to be beside the seaside	Summer 2 Into the Woods
Maths	Number: Place value within 10 Number: Addition and subtraction within 10	Number: Addition and subtraction within 10 Geometry: Shape Number: Place value within 20	Number: Addition and subtraction within 20 Measurement: Length and height	Number: Place value within 50 – multiples of 2, 5 and 10 included Measurement: Weight and volume	Number: Multiplication and division Number: Fractions Geometry: Position and direction	Number: Place value within 100 Measurement: Money Measurement: Time
Mental maths	Add and subtract 1 to a 2-digit number. Subtract within 10. Adding within 10. Number bonds to 10.		Counting in 10's, 5's and 2's. Number bonds to 20. Add and subtract 10 to/from a 2-digit number. Add 3 single digit numbers together.		Know halves of even numbers to 20. Know doubles to 10. Subtract any 1-digit number from any 2-digit number. Add any 1-digit number to any 2-digit number.	
Multiplication tables	Y1: underlying skills- doubling, halving, bonds to 10, bridging, subtraction from a multiple of 10, repeated addition/skip counting, scaling, 2, 5 & 10s					
English	Matching uppercase and lowercase letters.  Exploring traditional tales. Focus: -The Little Red Hen -The Enormous Turnip	The Three Little Pigs T4W and retell. Non-fiction writing about pigs and wolves. Character description. Retell story changing a character. Compare and contrast traditional tale with alternative version. Retell.  Drama – in character as pigs / wolves	1 week focus on Theatre Production Visit Non-fiction Letters	Poetry Postcards Non-fiction	Literacy Shed Character/setting descriptions Letters	Wanted posters Character/setting descriptions Non-fiction Literacy Shed  Drama – conscience alley – hero or villain
Characteristics	Mean, shy, funny, evil, selfish, generous, adventurous, honest.					
Rainbow Grammar	Practise using correct colours for subject, predicate, stop writing simple sentences.	-Understand noun as a naming word for a person, place or thing -Determiners -Understand adjective as a word that describes a noun ( <b>Handa's Surprise by Eileen Browne</b> )	-Adjectives of size, colour and character -Singular and plural nouns -Comparative and superlative forms –er and –est ( <b>Things that are the most in the world by Judi Barrett and John Nickel</b> )	-Proper nouns -Expansion before the noun ( <b>Lucy goes to Market by Imogen Clare and Sanchia Oppenheimer</b> ) -Prepositions and adverbials of time	-Simple present tense verbs including 3 <sup>rd</sup> person suffixes –s and –es ( <b>Breathe by Scott Magoon</b> ) ( <b>This is Sadie by Sara O'Leary and Julie Morstad</b> ) -Past tense verbs using –ed suffix	-Fronted adverbials of time (when) and place (where) ( <b>Funnybones by Janet &amp; Allan Ahlberg</b> ) ( <b>A Dark Dark Tale by Ruth Brown</b> ) ( <b>Grandad's Island by Benji Davies</b> ) -Understand <i>to be</i> and <i>to have</i> as verbs.
Phonics	Phase 5 – See Phonics Shed	Phase 5 – See Phonics Shed	Phase 5 – See Phonics Shed	Phase 5 – See Phonics Shed	Phase 5 – See Phonics Shed	Phase 5 – See Phonics Shed
Spelling	Please see Phonics Shed for High Frequency words and Common exception words.	Please see Phonics Shed for High Frequency words and Common exception words.	Please see Phonics Shed for High Frequency words and Common exception words.	Please see Phonics Shed for High Frequency words and Common exception words.	Please see Phonics Shed for High Frequency words and Common exception words.	-June – Phonics screening check -Post screening check gap filling and consolidation
Handwriting	Letter families – ladder letters, curly caterpillar letters, one-armed robot letters, zigzag monster letters	Letter families – ladder letters, curly caterpillar letters, one-armed robot letters, zigzag monster letters	Tricky words/Common Exception Words	Tricky words/Common Exception Words Numbers, days of the week, months of the year	Common exception words Numbers, days of the week, months of the year	Common exception words Numbers, days of the week, months of the year
Close read	-	Christmas (Literacy Shed+)	Non-fiction – dinosaurs/Mary Anning (Twinkl 60 second read/Lit Shed+)	The Arctic (Twinkl 60 second read/Lit Shed+)	Non-fiction – Seaside holidays in the past (Comprehension Ninja 6-7/Lit Shed+)	Non-fiction – hedgehogs Gardens and Plants (Literacy Shed+)



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Reading for Pleasure texts	Fairy tales / Traditional tales	Houses and homes then and now, Materials non-fiction texts, Christmas texts	Dinosaur Rumpus, Non-fiction Dinosaur texts, How to grow a dinosaur, Rex, The Somethingosaur, Ten Little Dinosaurs, Mad about dinosaurs	Where Bear? Albert le Blanc – Nanuk the Ice Bear –Big Bear Little Brother –Rainbow Bear	Steven Seagull, Katie Morag, The Book with no pictures (vote on chapter book e.g. Esio Trot, Mr Majeika, Magic Faraway Tree)	Fantastic Mr Fox, The Owl who was afraid of the dark, Castles (non-fiction)
Visual Literacy					Literacy Shed – Bubbles	Literacy Shed – The Book of Butterflies
Role play/small world	Three Little Pigs Building Site – straw, sticks and bricks. Real building materials.	Christmas Post Office/workshop	Mary Anning’s Fossil Shop, Dinosaur Dig, Slime swamp.	Igloo / Arctic animals in ice. Australian animals small world. Tour of Australia	Lighthouse/Beach hut. Rockpool small world/tuff spot. Fish and chip shop	King John’s Castle/The Great Oak, woodland habitat in tuff spot (woodland creature footprints/minibeasts)
Performance Poetry	Rhyme of the week (ongoing) Oh dear by Michael Rosen				The Sound Collector by Robert McGough	
History	<p>What is history?</p> <p><i>Past, time, ago, now, before, timeline, present, future, yet</i></p> <p><i>-Recognise the difference between past and present in their own and other’s lives.</i></p>	<p>Houses and Homes past and present</p> <p><i>Detached, semi-detached, terraced, bungalow, crane, storey, bricks, pantry, range, central heating, washboard, lamp,</i></p> <p><i>-Identify ways in which the past is represented.</i></p>	<p>Prehistoric times/Mary Anning</p> <p><i>Dinosaur, prehistoric, fossil, rocks, bone, skeleton, skull, diary, evidence, timeline, search, sources</i></p> <p><i>Begin to find out about the past from books, pictures and stories.</i></p> <p><i>Knows that the past can be identified in different ways.</i></p>	<p>Arctic explorers / Inuit</p> <p><i>Inuit, Arctic, explorer, traditional, modern, discover, native, expedition, Roald Aamundsen, nomadic, igloo, hunt, bannock, animal skins, dog sled,</i></p> <p><i>-Talk about something that has already happened in their life and the wider world.</i></p>	<p>Seaside holidays past and present/Grace Darling</p> <p><i>Steamship, wreck, storm, waves, survivors, rescue, pier, resort, amusements, promenade, bathing machines, beach hut, lifeguard, Punch and Judy</i></p> <p><i>-Begin to find out about the past from books, pictures and stories.</i></p> <p><i>-Can use adults to find out about the past.</i></p> <p><i>-Identify ways in which the past is represented.</i></p> <p><i>-Knows that the past can be identified in different ways.</i></p>	<p>Robin Hood &amp; Castles</p> <p><i>Legend, forest, local, Robin Hood, King John, Sherwood, bow and arrow, archer, rich, poor, taxes, outlaw, the Great Oak, castle, ramparts, portcullis, tower, moat, dungeon, turret, gatehouse, drawbridge, catapult, canon, battering ram</i></p> <p><i>-Can begin to find out about the past from books, pictures and stories</i></p> <p><i>-Can use adults to find out about the past.</i></p> <p><i>-Identify ways in which the past is represented.</i></p> <p><i>- Knows that the past can be identified in different ways.</i></p>
Geography	<p>Weather in the UK</p> <p><i>Season, weather, weather pattern, United Kingdom, England, Wales, Scotland, Northern Ireland</i></p> <p><i>-Make simple observations.</i></p> <p><i>-Identify weather patterns in the UK.</i></p>	<p>Houses and Homes around the world</p> <p><i>-Respond to questions like what... and where... ?</i></p> <p><i>-Carry out simple teacher led investigations e.g. identifying types of buildings in their locality.</i></p>	<p>Maps/Atlases</p> <p><i>Map, atlas, globe, country, world, Earth, England, Wales, Scotland, Northern Ireland, symbol, key, human features, physical features</i></p> <p><i>-Name, locate and identify characteristics of the four countries of the United Kingdom.</i></p> <p><i>-Use globes, maps, plans and atlases.</i></p> <p><i>-Name and locate the world’s seven continents.</i></p> <p><i>Start to make simple pictorial maps and plans.</i></p>	<p>Compare hot and cold locations. Continents</p> <p><i>Country, continent, Europe, Africa, North America, South America, Asia, Antarctica, Australia, world, Equator, North Pole, South Pole,</i></p> <p><i>-Begin to ask questions e.g. what is it like to live in this place?</i></p> <p><i>-Begin to express their own views.</i></p> <p><i>-Name and locate the world’s seven continents.</i></p>	<p>Oceans and seas.</p> <p><i>beach, cliff, coast, forest, hill, mountain, sea, ocean, Pacific ocean, Arctic ocean, Atlantic ocean, Southern ocean, Indian ocean, river, soil, valley, vegetation, season, weather; city, town, office, port, harbour, shop, lighthouse</i></p> <p><i>-Use simple geographical vocabulary including those for physical and human features e.g. beach, cliff, city, house etc.</i></p>	<p>Local area</p> <p><i>compass, direction, north, south, east, west, left, right, near, far, route</i></p> <p><i>-Make simple observations.</i></p> <p><i>-Start to make simple pictorial maps</i></p> <p><i>-Follow directions – near, far, left and right.</i></p> <p><i>-Can use simple compass directions; north, south, east and west.</i></p> <p><i>-Use given secondary sources – aerial photos, stories and videos.</i></p>
Science	<p><b>Seasonal Changes:</b> Observe changes across the seasons. Observe and describe weather associated with seasons and how day length varies.</p>	<p><b>Everyday Materials:</b> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials.</p> <p><i>Material, object, wood, plastic, glass, metal, water, rock, brick,</i></p>	<p><b>Animals Including Humans:</b> Identify and name common animals and identify which are carnivores, herbivores and omnivores. Describe and compare structure of common animals. Identify and name basic parts of human body and identify which is associated with each sense.</p> <p><i>Fish, amphibian, reptile, bird, mammal, carnivore, herbivore, omnivore, pet, wild, head, neck, arm, elbow, leg, knee, ear, eye, hair, mouth, teeth, sense, sight, smell, taste, hearing, touch.</i></p>	<p><b>Everyday Materials:</b> Describe simple physical properties of materials. Compare and group a variety of materials according to their properties.</p> <p><i>Material, object, wood, plastic, glass, metal, water, rock, brick,</i></p>	<p><b>Plants:</b> Name and identify common wild and garden plants, including deciduous and evergreen trees. Identify and describe basic structure of a variety of common flowering plants, including trees.</p>	



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	<p><i>Season, Spring, Summer, Autumn, Winter, weather, temperature, daylight, hour</i></p> <p>Scientific enquiry – Make a table/chart</p> <p><i>-They recognise texts can give information. -Describe or respond appropriately to simple features of objects, living things and events they observe. -They communicate their findings in simple drawings</i></p>	<p><i>paper, fabric, elastic, foil, property, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent, opaque, transparent</i></p> <p>Scientific enquiry – What is the best material for a house? Link to 3 little pigs and the 3 little wolves</p> <p><i>-Respond to suggestions of how to find things out</i></p>	<p>Scientific enquiry – compare and contrast animals, grouping them according to what they eat. Can you taste without your nose? (apple vs raw potato)</p> <p><i>-Describe or respond appropriately to simple features of objects, living things and events they observe.</i></p>	<p><i>paper, fabric, elastic, foil, property, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent, opaque, transparent</i></p> <p>Scientific enquiry – What is the best material for a beach towel? (Chocolate teacup)</p> <p><i>-Respond to suggestions of how to find things out -Understand the meaning of fair -Say what they think will happen. -Under direction use simple equipment provided.</i></p>	<p><i>tree, plant, deciduous, evergreen, leaf, flower, blossom, petal, fruit, roots, seed, bulb, trunk, branches, stem, bud, daisy, dandelion, nettle, dock, buttercup, clover, rose, poppy, pansy, snowdrop, primrose, foxglove, daffodil, bluebell</i></p> <p>Scientific enquiry – Tree hunt: identify and observe plants closely and compare and contrast. Keep records of how plants change over time e.g. leaves falling off trees, buds opening.</p> <p><i>-Describe or respond appropriately to simple features of objects, living things and events they observe. -Under direction use simple equipment provided.</i></p>	
Art	<p>Self-portrait drawing (assessment) Austin’s Butterfly – pumpkins Andy Goldsworthy – modern environmental structure</p> <p><i>-Record and explore ideas from first hand observations. -Review what they are others have done and say what they think and feel about it. -Create different textures e.g. use of sand, glitter. Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas Use a sketchbook to gather and collect art work.</i></p>	<p>Colour mixing (primary to secondary) Printing, textured paint. Picture of pig’s house using computer software. printing wrapping paper (repeating pattern)</p> <p><i>-Make marks in print with a variety of objects, including natural and manmade objects. Build a repeating pattern and recognise pattern in the environment.</i></p>	<p>Clay footprint/dinosaur eye, dinosaur habitat in shoebox.</p> <p><i>-Use a variety of tools and techniques including the use of different brush sizes and types and work on different scales. -Explore sculpture with a range of malleable media manipulating in a variety of ways, e.g. rolling, kneading and shaping. Use a variety of tools inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</i></p>	<p>Hot and cold colours Observational drawing - sketching daffodils Australian Aboriginal art</p> <p><i>-Record and explore ideas from first hand observations.</i></p>	<p>Weaving Collage Lighthouse images on paint</p> <p><i>-Record and explore ideas from first hand observations. -With support explore how different materials can be used to create texture e.g. in collage.</i></p>	<p>Collage, leaf printing, bark rubbing Mondrian – abstract 1930s – including on computer software</p> <p><i>-Record and explore ideas from first hand observations. - Make marks in print with a variety of objects, including natural and manmade objects. Build a repeating pattern and recognise pattern in the environment.</i></p>
D & T	<p>Building Houses – The Three Little Pigs Build structures, exploring how they can be made stronger, stiffer and more stable <i>Design, purposeful, product, tools, equipment, materials, evaluate, structure, component, construction, cutting, shaping, joining, finishing</i></p> <p><i>-Draws on their own personal experience to suggest ideas -Begins to model their design -makes drawing with labels when designing -with help select, measure, mark out, cut and shape a range of materials - Can talk about their ideas and product, saying what they like and dislike and suggest possible changes</i></p>		<p>Design and make sliders and levers – moving pictures Key skill – cutting</p> <p><i>-Can make their design using appropriate techniques. - Begins to use folding, weaving etc. to change effects and properties of materials. - Can talk about their ideas and product, saying what they like and dislike and suggest possible changes</i></p>	<p>Skill – joining textiles using sewing and glue (hand puppet)</p> <p><i>-Can make their design using appropriate techniques. -Can improve the appearance of their product. -Begins to evaluate their product in relation to the purpose and design</i></p>		
Cookery					<p>Fruit ice lollies</p> <p><i>Ingredients, nutrition, balanced diet, tools</i></p> <p><i>- Can follow safe procedures for food safety and hygiene.</i></p>	



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					- Using their knowledge of food and seasonal fruit and vegetables, can suggest healthy food combinations.	
RE	<p><b>Celebrations and festivals:</b> Who celebrates what and why? (Christianity)</p> <p>-Can recount elements of religious stories with support. -Can use some religious vocabulary related to stories. -Can express their own experiences and feelings. - Can recognise interesting/puzzling aspects of life.</p>	<p><b>Christmas:</b> Gift bringers</p> <p>-Can recount elements of religious stories with support. -Can use some religious vocabulary related to stories. -Can recognise some religious symbols with support. -Can use some religious vocabulary correctly.</p>	<p><b>Myself:</b> How do we show care for others? (Christianity)</p> <p>-Can recognise religious objects/places/people/practices with support. -Can recognise some religious symbols with support. -Can use some religious vocabulary correctly. -Can express their own experiences and feelings. -To understand the definition of right and wrong.</p>	<p><b>Easter:</b> Bread, wine, buns and gardens</p> <p>Can recognise religious objects/places/people/practices with support. -Can recognise some religious symbols with support. -Can use some religious vocabulary correctly.</p>	<p><b>Stories of Jesus:</b> What can we learn from them? How do they make a difference to people’s lives? (The Creation Story, The Lost Sheep, The Good Samaritan, Feeding the 5000, Prodigal Son)</p> <p>-Can recount elements of religious stories with support. -Can use some religious vocabulary related to stories. -To understand the definition of right and wrong. -Can express their own experiences and feelings.</p>	<p><b>Symbols:</b> In what way are churches important to believers? (Christianity)</p> <p>-Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. -Describe some religious objects/places/people/practices. -Begin to suggest meanings for some religious actions and symbols.</p>
Computing	<p><u>Multimedia</u> – logging on, using a keyboard, accessing programs</p> <p>-I can use the keyboard or word bank on my device to enter text.</p> <p><u>E-safety</u> – keeping passwords private</p> <p>-I can keep my password private -I can tell you what personal information is.</p>	<p><u>Programming</u> – Barefoot: House patterns activity</p> <p>-I can begin to predict what will happen for a short sequence of instructions when using software/apps to create movement and patterns on a screen.</p> <p><u>E-safety</u> – ThinkUKnow ‘Heroes’ Hector’s World (checking with an adult before going online)</p> <p>-I can tell an adult when I see something unexpected or worrying online.</p>	<p><u>Programming</u> Barefoot: Beebots basics, Beebots 123.</p> <p>-I can begin to predict what will happen for a short sequence of instructions when using software/apps to create movement and patterns on a screen. -I can use the word debug when I correct mistakes when I program.</p> <p><u>Technology in our lives</u> Recognise ways technology is used in the classroom, home and community. Identify some benefits of using technology.</p> <p>-I can recognise the ways we use technology in our classroom, homes and community. -I can begin to identify some of the benefits of using technology.</p>	<p><u>Handling Data</u> Wombat visits JBS (book creator)</p> <p>-I can use technology to collect information, including photos, video and sound.</p> <p><u>E-safety</u> – ThinkUKnow ‘Details, details...’ (lesson 1 Hector’s World)</p> <p>-I can tell you what personal information is.</p>	<p><u>Multimedia</u> Combine text with pictures, save in folder.</p> <p>-I can use technology to create and present my ideas. I can find a picture using the internet</p>	<p><u>Programming</u> Barefoot: patterns unplugged</p> <p>-I can begin to predict what will happen for a short sequence of instructions when using software/apps to create movement and patterns on a screen. -I can use the word debug when I correct mistakes when I program.</p> <p><u>E-Safety</u> Barefoot Safety Snakes</p> <p>-I can tell and adult when I see something unexpected or worrying online.</p>
PE	<p><b>Ball Skills</b></p> <p><b>Team Building</b></p>	<p><b>Gymnastics @ 776</b></p> <p><b>Multi-Skills with Gary West</b></p>	<p><b>Yoga</b></p> <p><b>Games</b></p>	<p><b>Dance with Premier Education</b></p> <p><b>Multi-skills with Gary West</b></p>	<p><b>Cricket with Chance to Shine</b></p> <p><b>Multi-skills with Gary West</b></p>	<p><b>Athletics with Premier Education</b></p> <p><b>Sports Day Practise</b></p>
Spanish	<p>Animals</p> <p>*Recognise, recall, and spell up to ten animals in Spanish with their correct indefinite article/determiner. *Understand better that articles/determiners have more options in Spanish than they do in English.</p>	<p>Animals</p> <p>*Recognise, recall, and spell up to ten animals in Spanish with their correct indefinite article/determiner. *Understand better that articles/determiners have more options in Spanish than they do in English.</p>	<p>Shapes</p> <p>*Name and recognise up to 10 shapes in Spanish. *Attempt to spell some of these nouns *Recognise that nouns are commonly associated with an article in Spanish and in this case ‘UN’ or ‘UNA’.</p>	<p>Shapes</p> <p>*Name and recognise up to 10 shapes in Spanish. *Attempt to spell some of these nouns *Recognise that nouns are commonly associated with an article in Spanish and in this case ‘UN’ or ‘UNA’.</p>	<p>I can</p> <p>*Name up to five common Spanish verbs/activities. * Spell up to five of these verbs accurately. *Match up to five verbs/activities to their picture easily and attempt more if I have time to remind myself of the language first.</p>	<p>I can</p> <p>*Name up to five common Spanish verbs/activities. * Spell up to five of these verbs accurately. *Match up to five verbs/activities to their picture easily and attempt more if I have time to remind myself of the</p>



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	<p>*Use and become more familiar with the high frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be)</p> <p>Los animales (The animals)  un a (masculine)  una a (feminine)  un caballo a horse  un cerdo a pig  un león a lion  un pájaro a bird</p>	<p>*Use and become more familiar with the high frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be).</p> <p>un mono a monkey  un pato a duck  un ratón a mouse  un conejo a rabbit  una oveja a sheep  una vaca a cow  soy I am ...</p>	<p>*Have an opportunity to learn and/or revise</p> <p>Un triángulo A triangle  3 Tres Three  Un cuadrado A square  4 Cuatro Four  Un óvalo An oval  5 Cinco Five  Un círculo A circle  Círculos Circles  Un rectángulo A rectangle</p>	<p>*Have an opportunity to learn and/or revise numbers 1-5.</p> <p>Triángulos Triangles  Un pentágono A pentagon  Cuadrados Squares  Un hexágono A hexagon  Rectángulos Rectangles  Un rombo A rhombus  Óvalos Ovals  Una línea A line  Hexágonos Hexagons  Una estrella A star  Pentágonos Pentagons  Dibujad Draw...  Rombos Rhombuses/Rhombi  1 Uno One  Estrellas Stars  2 Dos Two  Líneas Lines</p>	<p>*To be able to do some of these activities in Spanish by using puedo.</p> <p>Bailar To dance  Comer To eat  Cantar To sing  Beber To drink  Cocinar To cook  Ver la tele To watch TV  Saltar To jump</p>	<p>language first.  *To be able to do some of these activities in Spanish by using puedo.</p> <p>Escribir To write  Hablar To talk  Puedo... I am able to...  Escuchar To listen</p>
RSE	<p>Why do we have rules? (Bella's Rules)  Who is in my family? (Love is a family)  Who are my important people? (Under the Love Umbrella)</p>	<p>What makes a person? (Whoever you are)  What makes me happy? (Augustus and his smile)  What does sad feel like? (My Yellow Balloon)</p>	<p>Is it kind or unkind? (Thank you, Omu!)  Is teasing ever okay? (Tease Monster)  What should I do if I don't like it? (No means no!)</p>	<p>What does worry feel like? (The Huge Bag of Worries)  How do I keep safe? (No Dragons for Tea)  What should I do in an emergency? (George's Dragon at the Fire Station)</p>	<p>When should I wash my hands? (I don't want to wash my hands!)  Why are teeth important? (The Tooth Book)  What should I do with money? (A chair for my Mother)</p>	<p>What did I need as a baby? (The Baby's Catalogue)  How can I be more grown up? (Peter's Chair)  Do I have to be the best? (Giraffes Can't Dance)</p>
Music	<p><b>Singing:</b> To use their voices expressively and creatively by singing songs, rhymes and speaking chants.  -High and low notes.  -Rhythm and rhyme  -Volume  -Pulse</p> <p><i>-Use their voices expressively</i>  <i>-Clap or tap a steady beat as directed by an adult.</i>  <i>-Recognise and respond to music e.g. moving, actions, talking, pictures</i>  <i>-Listen with concentration and understanding to a range of high-quality live and recorded music.</i></p>	<p><b>Performance and Expression:</b> To memorise songs and use their voices creatively for a performance with a real audience.  Key Stage 1 Christmas Production  -Whole class/key stage singing.  -Solo and group parts.  -Evaluate and improve on their performance ready for the final showcase of our production.</p> <p><i>-Use their voices expressively</i>  <i>-Clap or tap a steady beat as directed by an adult.</i>  <i>-Listen with concentration and understanding to a range of high-quality live and recorded music.</i></p>	<p><b>Instruments:</b> To play tuned and untuned instruments musically.  -Drums (variety of sizes)  -Bells  -Triangles  -Maracas  -Cymbals  -Wooden blocks  (Individual music tuition will take place for piano drums and guitars).</p> <p><i>-Play untuned instruments as directed.</i>  <i>-Clap or tap a steady beat as directed by an adult.</i></p>	<p><b>Experimenting With Sound:</b> To experiment with and combine sounds using the inter-related dimensions of music.  Story music.  -Using sound for dramatic effects.  -Sounds effects to match a character or event in a story.</p> <ul style="list-style-type: none"> <li>- <i>Choose and organise sounds to match a stimulus.</i></li> <li>- <i>Create short melodic and rhythmic patterns.</i></li> </ul>	<p><b>Listen and Appreciate:</b> To listen with concentration and understanding to a range of high-quality live and recorded music.  -pitch  -duration  -dynamics  -tempo  -timbre  -texture</p> <p><i>-Listen with concentration and understanding to a range of high-quality live and recorded music.</i></p>	<p><b>Create and Compose Music:</b> To experiment with and combine sounds using percussion instruments.  -Combine song collections with appropriate instruments.  -Play instruments in time with the music and at an appropriate volume.  -Independently choose instruments for different songs.</p> <p><i>-Use their voices expressively</i>  <i>-Choose and organise sounds to match a stimulus.</i>  <i>-Create short melodic and rhythmic patterns.</i></p>