

## EYFS - Lilleshall Primary School Curriculum Plan – Specific Areas

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes / Interests / Lines of Enquiry</b>	Goldilocks and the Three Bears The Enormous Turnip Harvest Oh No George Bear Hunt Cave Baby	Bonfire Night / Diwali The Three Little Pigs / Builders Superheroes / Supertato series Whatever Next? Space Christmas The Jolly Christmas Postman	Ellies Magic Wellies – Amy Sparkes series Lost and Found Pirates Gruffalo	Life Cycles Chicks / Ducklings The Egg An Egg is Quiet Cave Baby Stay Healthy	Jack and the Beanstalk Animals in my Garden Snail / Minibeasts Jaspers Beanstalk / Titch Supertato series The Hungry Caterpillar	My History / Peepo Now and Then The House that Once Was Lost in a Toy Museum Outside my Window Emma Jane’s Aeroplane Poles Apart
<b>Communication and Language</b>	<b>Further Communication and language objectives will be highlighted in other areas of learning as they are subject specific</b>					
<b>Literacy – Reading</b> Word Reading / Comprehension	<p><b>DFE Validated Scheme</b> <b>Supersonic Phonic Friends</b> Basics 1 – until secure / Basics 2 – 18 phonemes / 22 spellings s,a,t,p,i,n, m,d,g,o,c,k,ck ,e,u,r,h,b,f, l,ll,ss,ff Tricky Words Basics 2 – l, is, the, to, go, no, has, his, as, of, into. Read and write cvc words using phonemes taught.</p> <p>Pre teach and Post teach of Phonic scheme to enable children to keep up.</p> <p>Every child to read phonic decodable book at their level daily.</p> <p>1-1 read with children who need consolidation / keep up practice.</p> <p>Reading vc / cvc words – lists captions.</p> <p>Introduce Reading Strategies – Develop Mental Models of what they are reading using a combination of Vocabulary Victor, Rex Retriever, Sequencing Suki, Inference Iggy and Predicting Pip.</p> <p>Pie Corbett Reading Spine for Year R - Shhh! / Farmer Duck</p> <p>Author of the Moment – Oliver</p>	<p><b>DFE Validated Scheme</b> <b>Supersonic Phonic Friends</b> Basics 2 / 3– 25 phonemes / 30 spellings s,a,t,p,i,n, m,d,g,o,c,k,ck ,e,u,r,h,b,f, l,ll,ss,ff j,v,w,x y,z,zz,qu</p> <p>Tricky Words Basics 2 – l, is, the, to, go, no, has, his, as, of, into. Read and write cvc words using phonemes taught.</p> <p>Pre teach and Post teach of Phonic scheme to enable children to keep up.</p> <p>Every child to read phonic decodable book at their level daily.</p> <p>1-1 read with children who need consolidation / keep up practice.</p> <p>Reading vc / cvc words lists, captions and simple sentences.</p> <p>Reading Strategies – Develop Mental Models of what they are reading using a combination of Vocabulary Victor, Rex Retriever, Sequencing Suki, Inference Iggy</p>	<p><b>DFE Validated Scheme</b> <b>Supersonic Phonic Friends</b> Basics 3 – 44 phonemes / 49 spellings ch,sh,th,ng,ai,ee,igh, oa,oo,oo,ar,or,ur,ow, oi,er,ure,ear,air</p> <p>Tricky Words Basics 3 – her, was you, he, she, we, me, be, they, my, by, are, all, some, come, so, do. little, out. Read and write words using the phonemes taught.</p> <p>Pre teach and Post teach of Phonic scheme to enable children to keep up.</p> <p>Every child to read phonic decodable book at their level daily.</p> <p>1-1 read with children who need consolidation / keep up practice.</p> <p>Reading Strategies – Develop Mental Models of what they are reading using a combination of Vocabulary Victor, Rex Retriever,</p> <p>To introduce key words: <b>setting, problem and resolution</b> to develop understanding of story.</p>	<p><b>DFE Validated Scheme</b> <b>Supersonic Phonic Friends</b> Basics 3 – 44 phonemes / 49 spellings ch,sh,th,ng,ai,ee,igh, oa,oo,oo,ar,or,ur,ow, oi,er,ure,ear,air</p> <p>Tricky Words Basics 3 – her, was you, he, she, we, me, be, they, my, by, are, all, some, come, so, do. little, out. Read and write words using the phonemes taught.</p> <p>Pre teach and Post teach of Phonic scheme to enable children to keep up.</p> <p>Every child to read phonic decodable book at their level daily.</p> <p>1-1 read with children who need consolidation / keep up practice.</p> <p>Reading Strategies – Develop Mental Models of what they are reading using a combination of Vocabulary Victor, Rex Retriever,</p> <p>To understand key words: <b>setting, problem and resolution</b> to develop understanding of story.</p>	<p><b>DFE Validated Scheme</b> <b>Supersonic Phonic Friends</b> Basics 4 cvcc words / ccvc / ccvcc / cccvcc / Polysyllabic words. Tricky Words Basics 4 – were, what, like, have, there, here, said, one, house, when, our, your, love, school, then, them, that, this Read and write polysyllabic words and words using adjacent consonants. Pre teach and Post teach of Phonic scheme to enable children to keep up. Every child to read phonic decodable book at their level daily. 1-1 read with children who need consolidation / keep up practice. Reading Strategies – Develop Mental Models of what they are reading using a combination of Vocabulary Victor, Rex Retriever, Written responses where appropriate. To understand key words: <b>setting, problem and resolution</b> to develop understanding of story. To understand key words:</p>	<p><b>DFE Validated Scheme</b> <b>Supersonic Phonic Friends</b> Basics 4 cvcc words / ccvc / ccvcc / cccvcc / Polysyllabic words. Tricky Words Basics 4 – were, what, like, have, there, here, said, one, house, when, our, your, love, school, then, them, that, this Read and write polysyllabic words and words using adjacent consonants. Every child to read phonic decodable book at their level daily. 1-1 read with children who need consolidation / keep up practice. Reading Strategies – Develop Mental Models of what they are reading using a combination of Vocabulary Victor, Rex Retriever, Written responses where appropriate. To understand key words: <b>setting, problem and resolution</b> to develop understanding of story. To discuss the look and</p>

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	<p>Jeffers</p>	<p>and Predicting Pip.</p> <p>Pie Corbett Reading Spine for Year R – Rosie’s Walk / Whatever Next?</p> <p>Introduce Genre of books in our reading area – Fiction - Classic / Fairy and Traditional Tales/ Spooky / Comedy / Animal / Poetry / Mystery / Jigsaw Jenie. Non-fiction – Past and Present / The Natural World / People and Communities.</p> <p>Author of the Moment – Helen Cooper</p>	<p>To discuss the look and personality of characters in stories.</p> <p>Pie Corbett Reading Spine for Year R - Six Dinner Sid / The Gruffalo</p> <p>Author of the Moment – Nick Butterworth</p>	<p>To discuss the look and personality of characters in stories.</p> <p>Pie Corbett Reading Spine for Year R – Owl Babies / Goodnight Moon</p> <p>Author of the Moment – Amy Sparkes</p>	<p>setting, problem and resolution to develop understanding of story.</p> <p>To discuss the look and personality of characters in stories.</p> <p>Pie Corbett Reading Spine for Year R – Mr Gumpy’s Outing / On the Way Home</p> <p>Author of the Moment – Pat Hutchins</p>	<p>personality of characters in stories.</p> <p>Pie Corbett Reading Spine for Year R – Mrs Armitage on Wheels / Handa’s Surprise</p> <p>Author of the Moment – Michael Rosen</p>
<p><b>Literacy - Writing</b></p>	<p>To write first name independently.</p> <p>To write labels, lists using recognisable letters then segmenting initial, initial and final and segmenting whole words. Use current phonic knowledge and tricky words.</p> <p>To introduce storytelling using the framework of helicopter stories retelling familiar stories</p>	<p>To write first name using accurate handwriting.</p> <p>To write labels, lists and captions segmenting whole words using current phonic knowledge and tricky words.</p> <p>To label pictures or write words for a recount of something they have done.</p> <p>To understand what makes a sentence and begin to use finger spaces and a full stop. Use sentence prompt sheet to self check.</p> <p>To practise storytelling using the framework of helicopter stories.</p> <p>To introduce key words setting, problem and resolution to develop understanding of story structure.</p>	<p>To write first name independently and surname with a model.</p> <p>To write lists, captions and recounts by beginning to write simple sentences with support and independently using finger spaces, full stops and sounding out whole words using current phonic knowledge and tricky words. Use sentence prompt sheet to self check.</p> <p>To practice storytelling using the framework of helicopter stories. Children plan, write and act out their own stories using an adult as a scribe.</p> <p>To continue to develop key words <b>setting, problem and resolution</b> to develop understanding of story structure.</p> <p>Use a bank of story starters to to begin a story.</p> <p>To discuss the look and personality of characters in stories and begin to write sentences to describe</p>	<p>To write first name and surname independently.</p> <p>To write lists, captions, recounts and simple stories by writing simple sentences with support and independently using finger spaces, full stops and capital letters with prompting. Sound out whole words using current phonic knowledge and tricky words. Use sentence prompt sheet to self check.</p> <p>To practice storytelling using the framework of helicopter stories. Children write and act out their own stories using an adult as a scribe.</p> <p>To demonstrate an understanding of <b>setting, problem and resolution</b> to develop understanding of story structure.</p> <p>Use different words to start a sentence – suddenly, after a while, later, all of a sudden / descriptive language.</p>	<p>To write whole name independently with correct letter formation.</p> <p>To write lists, captions, recounts simple stories and instructions by writing simple sentences using finger spaces, full stops and capital letters with prompting. Sound out whole words using current phonic knowledge and tricky words. Use sentence prompt sheet to self check.</p> <p>To practice storytelling using the framework of helicopter stories. Children write and act out their own stories using an adult as a scribe.</p> <p>To demonstrate an understanding of setting, problem and resolution to develop understanding of story structure.</p> <p>To discuss the look and personality of characters in stories and begin to write sentences to describe character.</p>	<p>To write whole name independently with correct letter formation.</p> <p>To write lists, captions, recounts simple stories and instructions by writing simple sentences using finger spaces, full stops and capital letters with prompting. Sound out whole words using current phonic knowledge and tricky words. Use sentence prompt sheet to self check.</p> <p>Children write and act out their own stories and demonstrate an understanding of setting, problem and resolution to develop understanding of story structure.</p> <p>To discuss the look and personality of characters in stories and begin to write sentences to describe character.</p> <p>To write own stories for acting out in the classroom. Use a Setting / Problem / Resolution Story telling Plan to support.</p>

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			<p><b>character.</b></p> <p>To take ownership of some of the writing of stories during story telling sessions – adult / child partnership scribes. Use a Setting / Problem / Resolution Story telling Plan to support.</p>	<p>To discuss the look and personality of characters in stories and begin to write sentences to describe character.</p> <p>To take ownership of some of the writing of stories during story telling sessions – adult / child partnership scribes. Use a Setting / Problem / Resolution Story telling Plan to support.</p>	<p>To take ownership of some of the writing of stories during story telling sessions – adult / child partnership scribes. Use a Setting / Problem / Resolution Story telling Plan to support.</p>	
<p><b>Mathematics</b> Number / Numerical patterns</p>	<p>Activities to develop knowledge of : Counting Comparison Cardinality Composition</p> <p>White Rose Maths Scheme: <b>Just Like Me</b> – Matching / Sorting, Comparing size, Repeating pattern.</p> <p>Children will: Sort and match objects using given criteria independently. Compare size / length / height using correct mathematical language – longer, taller, shorter, bigger, smaller than. Children will: follow a repeating patten and recognise when a mistake has been made. Create a simple ABA repeating pattern independently.</p>	<p>Activities to develop knowledge of : Counting Comparison Cardinality Composition</p> <p>White Rose Maths Scheme: <b>It's Me 1,2,3!</b> – Representing 1,2,3, Comparing 1,2,3, One more / One Less, Circle / Triangles / Subitise to 3</p> <p>Children will: Read, order and recognise numbers 1,2,3 Recognise quantity of 1,2,3 by subitising. Match quantity to numeral 1,2,3. Will practically work out one more / one less than 1,2,3. Recognise and describe properties of circle and triangle using mathematical language. Use positional and directional language to describe position and direction.</p> <p><b>1,2,3,4,5</b> – Representing 4,5 / Comparing 4,5 / Composition to 5 / Five Frames / Part whole models / Squares / Rectangles / Subitise to 5 Children will: Read, order and recognise numbers 1-5 Recognise quantity of 1-5 by subitising.</p>	<p>Activities to develop knowledge of : Counting Comparison Cardinality Composition</p> <p>White Rose Maths Scheme: <b>Alive in 5</b> – Representing 0 Composition of 5 / Equal / Unequal / Altogether / Mass / Capacity / Subitise to 5</p> <p>Children will: Read, order and recognise numbers 0-5 Recognise quantity of 0-5 by subitising. Match quantity to numeral 0-5 Will practically work out one more / one less than 0-5 then have instant recall. Will recognise numbers up to 5 on a five frame with instant recall. Recall composition of numbers to 5 from memory. Recognise and label equal and unequal groups of objects. Practically work out how many altogether. Accurately use the language of heavier / lighter / full / empty / capacity / mass / measure /</p> <p><b>Growing 6,7,8</b> – Representing 6,7,8 /Composition 6,7,8 /10 frames / Part whole models /One more / One Less Combining groups / Addition / Pairs / Height / Length / Time</p> <p>Children will:</p>	<p>Activities to develop knowledge of : Counting Comparison Cardinality Composition</p> <p>White Rose Maths Scheme: <b>Building 9 and 10</b> – Representing and sorting 9, 10 Ordering numbers to 10 Composition 9,10 Counting back from 10 3D shape / Pattern</p> <p>Children will: Read, order and recognise numbers 0-10 Match quantity to numeral 0-10 Will practically work out one more / one less than 0-10 and then have instant recall. Will recognise numbers up to 10 on a ten frame. Use fivewise and pairwise orientation on the 10 frame. Work out composition of numbers to 10 practically using part, part whole model / numicon. Combine groups using addition and verbally state number sentences to match. Begin to write number sentences with support and use operation signs. Put objects into pairs and recognise pairs of objects.</p>	<p>Activities to develop knowledge of : Counting Comparison Cardinality Composition</p> <p>White Rose Maths Scheme: <b>To 20 and Beyond</b> – Number patterns to 20 / Multiple 10 Frames / Estimating / Subtraction Missing numbers / Ordering numbers / Shapes / Models / Tangrams Children will: Read, order and recognise numbers 0-10 Match quantity to numeral 0-20. Understand place value of numbers to 20 using practical equipment an tens and ones / units terminology. Estimate numbers and then check how many using 10 frames. Find missing numbers in a sequence. Replicate and create models using shape. Create and describe tangram patterns.</p> <p>Children will: Complete addition problems by counting on. Complete subtraction problems</p>	<p>Activities to develop knowledge of : Counting Comparison Cardinality Composition</p> <p>White Rose Maths Scheme: <b>Sharing and Grouping</b> - Doubling Sharing Grouping Even and Odd</p> <p>Children will: Understand the term double and practically double objects. Have instant recall of doubling facts to 5. Share objects into groups and recognise equal and unequal groups. Understand how to put objects into groups of a specific number. Recognise and discuss even and odd numbers.</p> <p><b>On the Move</b> – Problem Solving consolidation / Fluency</p> <p>Solve problems using mathematical knowledge.</p> <p>Verbally describe how to solve a problem using the correct language.</p>

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		<p>Match quantity to numeral 1-5 Will practically work out one more / one less than 1-5. Will recognise numbers up to 5 on a five frame. Work out composition of numbers to 5 practically using part, part whole model / numicon. Recognise and describe properties of circle and triangle, shapes with 4 sides using mathematical language.</p>	<p>Read, order and recognise numbers 0-8 Match quantity to numeral 0-8 Will practically work out one more / one less than 0-8 Will recognise numbers up to 8 on a ten frame. Use fivewise and pairwise orientation on the 10 frame. Work out composition of numbers to 8 practically using part, part whole model / numicon. Combine groups using addition and verbally state number sentences to match. Put objects into pairs and recognise pairs of objects. Accurately use language measure / height / length / taller / shorter / longer / shorter to make comparisons . Know the days of the week and how to measure small units of time using sand timers.</p>	<p>Count back from 10 Compare numbers 0-10 using accurate vocabulary – more / less / fewer / equal. Recognise and describe properties of 3D shapes using mathematical language. Create an AAB / ABB pattern and repeat it recognising mistakes.</p>	<p>by counting back. Understand and solve missing number equations using practical objects and mental strategies. Combine shapes to create new shapes and describe accurately.</p>	
<p><b>Understanding the World</b> Past and Present / People, Cultures and Communities / The Natural World</p>	<p><b>Past and Present</b> History Suitcase - chronology of our year. Disciplinary Concepts – Change and continuity / Similarities and difference / Chronology</p> <p>Learning Journey big book to reflect on what we have done in the past.</p> <p>Read – Range of fairy stories – Substantive concepts – Ruler / Invasion / Settlement</p> <p><b>People Cultures and Communities</b> Harvest – Visit to church / Old Ben Homes</p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Senses Autumn Walk – Play and explore in all seasons and different weathers</li> <li>Observe living things at different times of the year.</li> </ul>	<p><b>Past and Present</b> History Suitcase - chronology of our year. Disciplinary Concepts – Change and continuity / Similarities and difference / Chronology</p> <p>Learning Journey big book to reflect on what we have done in the past.</p> <p>Read – The Gunpowder plot – Substantive concept – Ruler Disciplinary Concept – Cause and consequence</p> <p><b>People Cultures and Communities</b> Diwali Christmas</p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Senses Winter Walk - Play and explore in all seasons and different weathers</li> <li>Listen to sounds</li> </ul>	<p><b>Past and Present</b> History Suitcase - chronology of our year. Disciplinary Concepts – Change and continuity / Similarities and difference / Chronology</p> <p>Learning Journey big book to reflect on what we have done in the past.</p> <p>Read – Pirate stories – Substantive concepts - Invasion</p> <p><b>People Cultures and Communities</b> Chinese New Year</p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Weather Play and explore in all seasons and different weathers</li> <li>Explore shadows</li> </ul>	<p><b>Past and Present</b> History Suitcase - chronology of our year. Disciplinary Concepts – Change and continuity / Similarities and difference / Chronology</p> <p>Learning Journey big book to reflect on what we have done in the past.</p> <p>Read – Stories about inventors of objects with historical significance – light bulb / telephone / electricity / car</p> <p><b>People Cultures and Communities</b> Festival of Holi Easter</p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Senses Spring Walk - Play and explore in all seasons and different weathers</li> <li>Listen to sounds</li> </ul>	<p><b>Past and Present</b> History Suitcase - chronology of our year. Disciplinary Concepts – Change and continuity / Similarities and difference / Chronology</p> <p>Learning Journey big book to reflect on what we have done in the past.</p> <p>Read – Little Elizabeth – The Young Princess who became Queen / The Queen’s hat – book and you tube clip – Discuss how we have a King now and Why. Substantive concept - Ruler</p> <p><b>People Cultures and Communities</b> Stories from other religions and cultures</p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore plants in their natural habitat</li> <li>Name animals and</li> </ul>	<p><b>Past and Present</b> History Suitcase - chronology of our year. Disciplinary Concepts – Change and continuity / Similarities and difference / Chronology</p> <p>Learning Journey big book to reflect on what we have done in the past.</p> <p>Read : My History / Peepo / The House that once was - Disciplinary concept – Change and continuity</p> <p><b>People Cultures and Communities</b> Special Places – church, mosque, synagogue – Visit to mosque / church</p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Senses Summer walk - Play and explore in all seasons and different</li> </ul>

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	<ul style="list-style-type: none"> <li>Listen to sounds outside</li> <li>Explore a range of materials including natural materials – using senses</li> <li>Explore how materials change when heated using senses</li> </ul> <p>The Globe / World Map – land and sea Walks in school grounds – taking photos for others to follow.</p> <p>Exploring Science – Reading Smart Pickings by Lynne Bianchi – who are the scientists? Explore names of different scientists from the past and present and what they have done.</p>	<p>outside</p> <ul style="list-style-type: none"> <li>Observe living things at different times of the year</li> <li>Learn about the solar system and stars and space travel</li> </ul> <p>The Globe / World Map – land and sea Following routes – Photo walk</p> <p>Exploring Science – Reading Smart Pickings by Lynne Bianchi – What jobs do Scientists do? Explore different jobs using reading materials.</p>	<ul style="list-style-type: none"> <li>Explore rainbow</li> <li>Explore how materials change when cooled – using senses</li> <li>Explore - Floating and Sinking / Forces – how things move on land and water</li> </ul> <p>The Globe / World Map – land and sea Where we live England / Great Britain / United Kingdom Following routes – Photo walk Create imaginary maps linked to story</p> <p>Exploring Science – Reading Smart Pickings by Lynne Bianchi – Explore - What my questions will be about? Where you might work</p>	<p>outside</p> <ul style="list-style-type: none"> <li>Observe living things at different times of the year.</li> <li>Name animals and describe habitats</li> <li>Learn how to take care of themselves</li> </ul> <p>The Globe / World Map – land and sea Where we live England / Scotland / Wales / Ireland / Great Britain / United Kingdom Create imaginary maps linked to story</p> <p>Exploring Science – Reading Smart Pickings by Lynne Bianchi – Explore - What equipment you might use?</p>	<p>describe habitats</p> <ul style="list-style-type: none"> <li>The Globe / World Map – land and sea</li> <li>Where we live England / Scotland / Wales / Ireland / Great Britain / United Kingdom</li> <li>Creating simple maps of real locations and routes</li> </ul> <p>Exploring Science – Reading Smart Pickings by Lynne Bianchi – Explore - How you solve problems and get results.</p>	<p>weathers</p> <ul style="list-style-type: none"> <li>Listen to sounds outside</li> <li>Observe living things at different times of the year.</li> <li>Name main parts of the body internal and external</li> </ul> <p>Our Locality / Different Localities across the world – identify on world map The Globe / World Map – land and sea Where we live England / Scotland / Wales / Ireland / Great Britain / United Kingdom Creating simple maps of real locations and routes. Explore how we look after our environment.</p> <p>Exploring Science – Reading Smart Pickings by Lynne Bianchi – Explore - how scientists share results.</p>
<p><b>Expressive Arts and Design</b> Creating with materials / Being Imaginative and Expressive</p>	<p>Creating with found materials – Scrappies workshop</p> <p>Pencil control - lines, dark and light, thick and thin.</p> <p>Contemporary Artist – Drawing Portrait- Contemporary Artist - Angela Maher <a href="https://www.bbc.co.uk/teach/class-clips-video/how-to-draw-a-portrait/zk28qp3">https://www.bbc.co.uk/teach/class-clips-video/how-to-draw-a-portrait/zk28qp3</a></p> <p>Traditional Artist – Vincent Van Gogh</p> <p>Listen and Move session - Weekly session to explore a range of historical and contemporary music from around the world. Children listen / talk about and move to the music. Claves – keeping beat</p>	<p>Joining Techniques for paper and cardboard – introduce flap, flange, tabs, slot, L brace, fold, tie.</p> <p>Introduce Design / Make / Evaluate template for children to use when designing - Rockets</p> <p>Pencil control – spiral, shape, duplicate same shape.</p> <p>Observational drawing – fruit / veg / tortoise.</p> <p>Mixing colour – paints – leaves / planets</p> <p>Listen and Move session - Weekly session to explore a range of historical and contemporary music from around the world. Children listen / talk about and move to</p>	<p>Wood work techniques – hammer / screw / drill / saw Introduce design criteria to Design / Make / Evaluate process.</p> <p>Pencil control – continuous lines. Taking pencil for a walk. Use music as stimulus.</p> <p>Explore colour – paper / weather</p> <p>Contemporary Artist – Sarah Suplina – collage – weather</p> <p>Listen and Move session - Weekly session to explore a range of historical and contemporary music from around the world. Children listen / talk about and move to the music</p>	<p>Wood work techniques – hammer / screw / drill / saw Introduce design criteria to Design / Make / Evaluate process.</p> <p>Pencil Control - Size – same formation – large / medium / small.</p> <p>Explore colour – watercolour mixing.</p> <p>Modern Artist – Paul Cezanne – Spring plants / Landscape - Monet</p> <p>Listen and Move session - Weekly session to explore a range of historical and contemporary music from around the world. Children listen / talk about and move to the music</p>	<p>Pulleys and Levers / Machines and how things work – explore through design and make projects. Encourage more independence following the Design / Make / Evaluate process.</p> <p>Pencil control – draw what you see without looking.</p> <p>Contemporary Artist – Sculptor – Andy Goldsworthy – Nature Sculpture Minibeasts</p> <p>Listen and Move session - Weekly session to explore a range of historical and contemporary music from around the world. Children listen / talk about and move to the music Making music sessions linked</p>	<p>Pulleys and Levers / Machines and how things work – explore through design and make projects. Encourage more independence following the Design / Make / Evaluate process.</p> <p>Pencil control – range of mark making techniques.</p> <p>Contemporary Artist – Sculptor – Andy Goldsworthy – Nature Sculpture Minibeasts</p> <p>Listen and Move session - Weekly session to explore a range of historical and contemporary music from around the world. Children listen / talk about and move to the music</p>

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	<p>Making music sessions linked to theme – everyday materials / body percussion / tuned and untuned percussion – explore dynamics – loud and quiet sounds</p>	<p>the music</p> <p>Making music sessions linked to theme – everyday materials / body percussion / tuned and untuned percussion – explore dynamics / rhythm or duration – long short sounds</p>	<p>Making music sessions linked to theme – everyday materials / body percussion / tuned and untuned percussion – explore dynamics / rhythm or duration / tempo – fast or slow</p>	<p>Making music sessions linked to theme – everyday materials / body percussion / tuned and untuned percussion – explore dynamics / rhythm or duration / tempo / texture – more than one instrument at a time</p>	<p>to theme – everyday materials / body percussion / tuned and untuned percussion – explore dynamics / rhythm or duration / tempo / texture / pitch – high or low</p>	<p>Making music sessions linked to theme – everyday materials / body percussion / tuned and untuned percussion – explore dynamics / rhythm or duration / tempo / texture / pitch / Structure – the musical plan - conductor</p>
<p><b>Computing (Non Statutory – embedded across all 7 areas of learning)</b></p>	<p><b>Ipad training – How to use an ipad:</b> Switch on and off Take photo and video – delete photo and video How to access a learning game and exit a learning game.</p> <p>Computational Thinking Word – Create / Creating</p>	<p><b>Animated Book App - Chatterpix</b> – teach children how to use the app to create different character and speech.</p> <p><b>Drawing programmes</b> – teach children how to use digital drawing programmes to create a picture – eg Paint / IWB / Natural Revelation Art</p> <p>Computational Thinking Word –Tinker / Tinkering</p>	<p><b>How do we use technology in everyday lives?</b></p> <p>IWB – Google used for research Photocopier Kitchen appliances Ipad Gaming Cleaning teeth</p> <p>Computational Thinking Word –Persevere / Persevering</p>	<p><b>Unplugged activities:</b></p> <p><b>Cubetto</b> – Exploration of what Cubetto can do leading to how to programme to meet a specific aim.</p> <p>Computational Thinking Word –Algorithm</p>	<p><b>Keyboard skills:</b></p> <p>Train children to recognise letters on a keyboard and practise skills using Espresso programme.</p> <p>Computational Thinking Word –Pattern</p>	<p><b>Scratch Junior</b></p> <p>An introduction to coding: Add a character / Change backgrounds / Delete things / Add text Guide a friend / Walk in a square /Sorting and Searching / Clapping patterns / Simon Says / programmer Says</p> <p>Computational Thinking Word –Debug / Debugging</p>