



EYFS CURRICULUM

2021/2

Vision and Values of Broomfield Primary School

Mission

We can change the future...

Values

- We learn how to become expert learners
- We learn how to make positive choices about our health and wellbeing
- We care about our world and respect everyone we share it with
- We learn about our rights and how we can protect the rights of others
- We leave Broomfield ready for our next adventure

Vision

Everyone learning together

Learning to make a positive difference



EYFS Curriculum

Intent

At Broomfield Primary, the EYFS curriculum is designed to recognise children's prior learning from previous settings and their experiences at home, provide first-hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual, and we celebrate and welcome differences within our school community. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning.

Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to Year 1 the following academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

We intend:

To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.

To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps.

To create an indoor and outdoor environment which supports learning.

To prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.

To support transition into KS1.

Implementation

We have a curriculum that is child-centered and that is based upon topics which engage the children. We encourage active learning to ensure the children are motivated and interested. We take time to get to know children's interests and their likes to support learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum.

The children will learn new skills, acquire new knowledge and demonstrate understanding through the **seven areas of the EYFS curriculum**.

Personal, Social and Emotional Development

Physical Development,

Communication and Language,

Literacy,

Mathematics,

Understanding the World,

Expressive Arts and Design

These 7 areas are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so that all children's interests are supported. During each week, the children will work with adults to complete various activities, including writing, maths and phonics and a range of child-initiated tasks through both the indoor and outdoor provision. A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis. Continuous provision practice and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem-solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff.

Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practise. Staff in the EYFS make regular observations of the children's learning to ensure their next steps are met which are recorded on 'Evidence Me'. We regularly assess where the children are using Development Matter statements and the ELGs, then ensure our planning, adult interaction and learning environment; including continuous provision, support children to reach their next steps. We will include interventions for groups or individuals if and when necessary. Teachers also use progression curriculum planning tools to ensure that children are being supported to maximise their progress.

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions. We ensure activities support the **Characteristics of Effective Learning** to ensure learning takes place. These are:

Playing and Exploring – children investigate and experience things, and have a go;

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

To support our wider curriculum, we provide regular opportunities for parents and carers to share their children's work and celebrate successes. We keep parents informed, and we meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed. This includes transition days, nursery or home visits, stay and play sessions, parent workshops, class dojo, assemblies, wow moments, reports and parent consultations as well as more frequent informal communication to suit individual families.

We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1. Parents have the opportunity to meet with new teachers and visit their child's new learning environment. They also complete 'moving on' activities with their child throughout the summer term. These aim to support the transition for all.

Impact

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of children achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace.

Broomfield Primary will evaluate the impact of our curriculum by measuring how effectively it helps our children develop into well-rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

Vision

Everyone learning together

Learning to make a positive difference



Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Possible Themes/Interests/Lines of Enquiry</p>	<p>All about me! Families My body Autumn Pets <i>Who helps us in our school?</i></p>	<p>Autumn Colours Light and dark Celebrations around the world Toys <i>Julia Donaldson</i></p>	<p>Winter Animals in cold places Space New Year <i>Mae Carol Jemison</i></p>	<p>Spring Traditional tales Superheroes People who help us Special places <i>Significant people in our country</i></p>	<p>Life cycles and growth Gardening Food Minibeasts Transport <i>Greta Thunberg</i> <i>David Attenborough</i></p>	<p>Summer Seaside Hot places Summer holidays past and present Dinosaurs <i>Mary Anning</i></p>
<p>Communication and Language</p> 	<p>Understand how to listen carefully and why listening is important. Engage in story times.</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>
<p>Ongoing learning...</p>						
<p>Learn new vocabulary Use new vocabulary through the day</p>			<p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</p>		<p>Use new vocabulary in different contexts</p>	

<p>Texts</p>	<p>The Great Big Book of families Tiger who came to tea My naughty little sister The large family Funnybones Elma Autumn poems Non-fiction Autumn books First day of bug school Tiddler Zog</p>	<p>Percy the park Keeper Pumpkin Soup The Jolly Postman / Christmas postman The magical toybox Lost in the toy museum Terrific toys in the past Toys and games - Sally Hewitt The colour monster The mixed up chameleon A colour of his own Stick man Hibernation The Gruffalo's child</p>	<p>Winter poems Polar bear polar bear One snowy night Whatever next The way back home How to catch a star My first book of planets Bruce Betts</p>	<p>Supertato The last wolf Three little pigs Little Red Riding Hood Goldilocks A first book of nature</p>	<p>Jack and the beanstalk What the ladybird heard The bad tempered ladybird Yucky worms Superworm The bee book First facts: bugs The very hungry caterpillar The very busy spider The quiet cricket Lost and found My first book of transport On the train (shine a light)</p>	<p>The singing mermaid Sharing a shell Commotion in the ocean Snail and the whale The rainbow fish Barry the fish with fingers Secrets of the seashore – shine a light At the beach</p>
<p>RRS Texts</p>	<p>ABC of equality Lulus first day ABC a family alphabet boo Love makes a family I am living in two homes</p>	<p>The proudest blue A friend for henry</p>	<p>Astro Girl Hats of faith- Medeia Cohan Shine Here we are Night time round the world – moon</p>	<p>Through the eyes of me Lubna and the pebble Seasons con seasons go - tree</p>	<p>What a waste Olivers fruit salad Nature's tiny miracle</p>	<p>Mister Seahorse Julian is a mermaid A world beneath the waves -sea</p>

Personal, Social and Emotional Development



See themselves as a valuable individual.
Build constructive and respectful relationships.
Express their feelings and consider the feelings of others.

Show resilience and perseverance in the face of challenge.
Identify and moderate their own feelings socially and emotionally.

Think about the perspectives of others.
Manage their own needs.
Know and talk about the different factors that support their overall health and wellbeing

NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.

British values

Mutual respect

We are all unique.
We respect differences between different people and their beliefs in our community, in this country and all around the world.
All cultures are learned, respected, and celebrated.

Mutual Tolerance

Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.
Mutual tolerance of those with different faiths and beliefs and for those without faith.
Done through celebrations

Rule of law

We all know that we have rules at school that we must follow.
We know who to talk to if we do not feel safe.
We know right from wrong.
We recognise that we are accountable for our actions.
We must work together as a team when it is necessary.
Class rules

Individual liberty

We all have the right to have our own views.
We are all respected as individuals.
We feel safe to have a go at new activities.
We understand and celebrate the fact that everyone is different.

Democracy

We all have the right to be listened to.
We respect everyone and we value their different ideas and opinions.
We have the opportunity to play with who we want to play with.
We listen with intrigue and value and respect the opinions of others.

Recap all British Values


Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.
Fundamental British Values are not exclusive to being British and are shared by other democratic countries.

Taking care of me!

Be ready to leave a significant adult
Go to the toilet independently
Handwashing routines
Put on my own coat and shoes
Finding my own belongings
Learning to listen
Be ready to share
Understand and follow class and school rules

Understand healthy choices
Using a knife and fork
Be able to change for PE
Blow your nose – Catch it, bin it, kill it

Oral hygiene
Be brave to try new food / school dinners and snack
Understand where I live
Understand how to keep myself safe

<p>Physical Development</p> 	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>Combine different movements with ease and fluency.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>						
<p>Real PE</p>	<p>Personal Cog Focus – following instructions, practise safely, independent work Coordination skill: Footwork Static Balance skill: One leg</p>	<p>Social Cog Focus – taking turns and sharing. Dynamic balance to Agility skill: Jumping and Landing Static Balance skill: Seated balance</p>	<p>Creative Cog Focus – Exploring and describing different movements Coordination skill: Ball skills Counterbalance skill: With a partner</p>	<p>Cognitive Cog Focus – understand and follow simple rules, name some things I am good at. Dynamic balance: On a line Static Balance skill: Stance</p>	<p>Applying Physical Cog Focus – Performing a single skill or movement with some control, performing a range of skills and link two movements together. Coordination skill: Sending and Receiving Agility skill: Reaction/Response</p>	<p>Health and Fitness Cog Focus – Aware of why exercise is important for good health. Agility skill: Ball chasing Static balance skill: Floor work</p>

<p style="text-align: center;">Literacy</p> 	<p>Read individual letters by saying the sounds for them.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>
<p style="text-align: center;">Comprehension</p>	<p>Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care.</p> <p>Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right.</p> <p>Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own</p>	<p>Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p>Comprehension: Use picture clues to help read a simple text.</p> <p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Express a preference for a book, song or rhyme, from a limited selection.</p>	<p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Play influenced by experience of books</p>	<p>Comprehension: Correctly sequence a story or event using pictures and/or captions.</p> <p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them,</p>	<p>Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> <p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p>

	<p>name or advertising logos.</p> <p>Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story.</p> <p>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>		<p>Play is influenced by experience of books (small world, role play).</p>	<p>Innovate a well-known story with support.</p>	<p>where answer is clearly signposted.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>
Word reading	<p>Word Reading: Hear general sound discrimination and be able to orally blend and segment.</p>	<p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p>	<p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p>

(Jolly Phonics)	Jolly Phonics Sequence Weeks 1-6 (see JP MTP) All JP sounds	Jolly Phonics Sequence Weeks 7-12 (see JP MTP) All JP sounds	Jolly Phonics Sequence Weeks 13-18 (see JP MTP) Revision of 42 sounds Capital letters	Jolly Phonics Sequence Weeks 19-24 (see JP MTP) Alternative spelling Capital letters	Jolly Phonics Sequence Weeks 25-30 (see JP MTP) Revision of 42 sounds Alternative spelling Capital letters	Jolly Phonics Sequence Weeks 31-36 (see JP MTP) Revision of 42 sounds Alternative spelling Capital letters
Writing	<p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to organise describe events and experiences.</p>	<p>Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p>	<p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p>	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p>	<p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence with a full stop.</p>	<p>Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different</p>

	<p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
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Mathematics
White Rose Maths



Getting to know you (baseline)

Just like me!

Match and sort
Making comparisons
(Compare amounts
Compare size, mass and capacity)
Exploring Pattern
(Make simple patterns)

It's Me 123!

Representing 1, 2, 3
Comparing 1, 2, 3
Composition of 1, 2, 3
Geometry and spatial thinking
(Circles and triangles
Spatial awareness)
Light and dark
Numbers to 5
(Four and Five
One more and one less)

Alive in 5!

Introducing zero
Comparing numbers to 5
Composition of 4 and 5
Compare mass (2)
Compare capacity (2)
Growing 6, 7, 8
6, 7 and 8
Making pairs
Combining 2 groups
Length and height
Time

Building 9 and 10

9 and 10
Comparing numbers to 10
Bonds to 10
3D shape
Pattern (2)
Consolidation

To 20 and beyond

Building numbers beyond 10
Counting patterns beyond 10
Spatial reasoning (1)
First, then, now
Adding more
Taking away
Spatial reasoning (2)

Find my pattern

Doubling
Sharing and grouping
Even and odd
Spatial reasoning (3)
On the move
Deepening understanding
Patterns and relationships
Spatial reasoning (4)

<h2>Understanding the World</h2> 	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Recognise some environments that are different to the one in which they live.</p>	<p>Understand that some places are special to members of their community.</p>	<p>Explore the natural world around them. Draw information from a simple map.</p>	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>
	<p>Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside.</p>					
<p>RE (Agreed syllabus)</p>	<p>F2 Which people are special and why?</p>	<p>F1 What times/stories are special and why?</p>	<p>F3 What places are special and why?</p>	<p>F4 Which times are special and why?</p>	<p>F5 Where do we belong?</p>	<p>F6 What is special about our world?</p>
<p>Expressive Arts and Design</p>	<p>Develop storylines in their pretend play.</p> <p>Charanga Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Charanga Songs: I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Artist study - Kandinsky</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Charanga Songs: Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Charanga Songs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey</p> <p>Artist Study – Van Gogh</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Charanga Songs: Big Bear Funk</p> <p>Artist Study – Monet / Iris Grace</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Charanga Songs Reflect, Rewind & Replay: Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p>
<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.</p>						

Parent Partnership	Welcome meeting Evidence Me involvement Classdojo communication What is my child learning? Parent / teacher consultations Written reports	Family open afternoon Nativity Parent / teacher consultations Written reports How does my child learn?	Transition meeting New starter meeting Parent / child lunch Family open afternoon Sports Day Parent / teacher consultations Written reports
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