



	Autumn		Spring		Summer	
Overarching Topic Title:	It's good to be me!	A dazzle and a sparkle!	To infinity and beyond!	Come Outside!	Are we nearly there yet?	Paws, claws and roars!
<b>Themes:</b>	Starting school/ new beginnings. All about me! How have I changed? / Human Body. Harvest- Food- How can I stay healthy? Diwali. How are we unique? Plant spring bulbs <b>Autumn</b>	Bonfire Night. Remembrance. Light & Dark. Christmas. Christmas around the world. <b>Winter</b>	People who help us! What makes me special? Space. Chinese New Year. Valentines Week. Plant broad beans <b>Winter</b>	Spring flowers & plants. Life Cycles Caterpillars in class Spring Animals. The Moon & the Sun. Nursery Rhymes! Plant runner beans <b>Spring</b>	Vehicles past and present. Where do you live? The World- Where have you been? Journeys. Maps <b>Spring/Summer</b>	Farm Animals. Sea Animals. Safari/Jungle Animals. Dinosaurs. Insects. Animals of the World- Where do they live? <b>Summer</b>
<b>Dates to Remember:</b>	Harvest Festival- October Black History Month (October) Diwali 1 <sup>st</sup> November	Bonfire Night- 5 <sup>th</sup> November. Recycle Week- 11-17 <sup>th</sup> November Remembrance Sunday- 10 <sup>th</sup> November. World Kindness Day- 13 <sup>th</sup> November. World Nursery Rhyme Week- 11 <sup>th</sup> - 15 <sup>th</sup> November. Road Safety Week- 17 <sup>th</sup> -23 <sup>rd</sup> November. St Andrews Day- 30 <sup>th</sup> November. Hannukah- December/January	Big Garden Birdwatch- 24 <sup>th</sup> - 26 <sup>th</sup> January. Safer Internet Day- 11 <sup>th</sup> February Chinese New Year- 29 <sup>th</sup> January – Year of the snake Shrove Tuesday- 4 <sup>th</sup> March Ash Wednesday- 5 <sup>th</sup> March. Valentines Day- 14 <sup>th</sup> February. Eid International Womens' day 8 <sup>th</sup> March	St Davids Day- 1 <sup>st</sup> March, World Wildlife Day- 3 <sup>rd</sup> March World Book Day- 6 <sup>th</sup> March. Mothering Sunday- 30 <sup>th</sup> March. British Science Week: 7 <sup>th</sup> -16 <sup>th</sup> March St Patricks Day- 17 <sup>th</sup> March. Easter Weekend- Friday 18 <sup>th</sup> April –21 <sup>st</sup> April	Earth Day- 22 <sup>nd</sup> April. St George's Day- 23 <sup>rd</sup> April. International Dance Day- 29 <sup>th</sup> April.	June Traveller Month

<p><b>Weekly Texts: (Super 6!)</b></p> <p>Other high-quality texts that cover themes of diversity are planned and readily accessible in provision.</p>	<p>The Colour Monster Goes to School. Super, Duper You! Little Red Hen. Oliver's Vegetables! The Best Diwali Ever. Our Class is a Family. How to Eat Pizza, Jon Burgerman</p>	<p>Under the Love Umbrella. How to Catch a Star. Little Glow. . Sunshine at Bedtime. The Nativity. The Elves and the Shoemaker.</p>	<p>Ruby's Chinese New Year. Zog and the Flying Doctors. Whatever Next! The Way Back Home. Love Grows Everywhere. Forever Star. The Ugly Duckling.</p>	<p>The Tiny Seed. Jack and the Jellybean Stalk. The Woolly Bear Caterpillar. A Squash and a Squeeze. Handa's Surprise! Bloom.</p>	<p>Mr Grumpy's Motor Car! We're Going on a Bear Hunt! Rosie's Walk. Little Red Riding Hood. Martha Maps it out! Coming to England. The Hundred Decker Bus by Mike Smith</p>	<p>The Tiger who came to Tea Farmer Duck. What the Ladybird heard at the seaside. Spinderella. We all went on a Safari- Counting Journey through Tanzania. The Lion Inside</p>
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**Prime Areas of Learning**

<p><b>Personal, Social and Emotional.</b></p>	<p><b>Building Relationships:</b> Special Relationships: (Kapow) My family; special people; sharing; I am unique; my interests; similarities and differences. Listening to others School rules &amp; values. Sharing interests &amp; hobbies</p> <p><b>Managing Self:</b> My Wellbeing: (Kapow) What is exercise? yoga and relaxation; looking after ourselves; being a safe pedestrian; eating healthily; a rainbow of food. Importance of exercise.</p> <p>Class rules &amp; Setting Goals</p> <p><b>Character Education (Self Regulation):</b> Autumn 1: Courage, Caring &amp; Helpfulness. Trying new things; caring hands; who helps you?  Autumn 2: Cooperation, Kindness &amp; Reflection. Working together and the alphabet of kindness.</p> <p><b>Wellbeing Wednesday</b> Discover: Try something new Give: Kind words</p>	<p><b>Managing Self-</b> Listening and Following Instructions: (Kapow) Simon says; listening to a story; pass the whisper; obstacle races; blindfold walk; treasure hunt. Confidence and independence. Oral hygiene.</p> <p><b>Self-Regulation:</b> My Feelings: (Kapow) Identifying my feelings; feeling jars; coping strategies; describing feelings; facial expressions. Effects of behaviour.</p> <p>Perseverance &amp; resilience</p> <p><b>Character Education (Managing Self):</b> Spring 1: Cleanliness, Fairness &amp; Friendliness. Let's wash our hands; it's not fair/ fair shares; saying hello to people in your classroom. Spring 2: Patience, Respect &amp; Reflection. Growing in the community; patience in my class; showing respect in the classroom. Making the right choices. Being a good friend.</p> <p><b>Wellbeing Wednesday</b> Connect: similarities and differences Take Notice: My surroundings</p>	<p><b>Building Relationships:</b> My Family and Friends: (Kapow) Festivals; sharing; what makes a good friend?; teamwork; celebrating friendships. Resolving conflicts. Having different opinions.</p> <p>Being unique. Road safety. Problem solving. Getting ready for Year 1.</p> <p><b>Managing self:</b> Taking on Challenges: (Kapow) Why do we have rules?; building towers; team den building; grounding; team races. Calming techniques- zones of regulation. Importance of sleep. Being safe in the sun. Sun safety, applying cream, skin cancer</p> <p><b>Character Education (Building Relationships):</b> Summer 1: Courtesy, Forgiveness, Determination &amp; Self-discipline. Good manners; saying sorry; the strength of a superhero; sitting still. Summer 2: Gratitude, Honesty &amp; Reflection. Picture journals; telling the truth.</p> <p><b>Wellbeing Wednesday</b> Move: Being Animals</p>
<p><b>Communication and Language</b></p>	<p style="text-align: center;"><b>Nursery:</b></p> <p><b>Listening &amp; Attention &amp; Understanding</b> Listen to others in one to one or small groups. Paying attention to more than one thing at a time.</p>	<p style="text-align: center;"><b>Nursery:</b></p> <p><b>Listening &amp; Attention &amp; Understanding</b></p>	<p style="text-align: center;"><b>Nursery:</b></p> <p><b>Listening &amp; Attention &amp; Understanding</b> Join in with repeated refrains in a story:</p>

	<p>Responds to instruction with more than 1 element. Understands and responds to 'why' questions.</p> <p><b>Speaking:</b></p> <p>Start conversations and continue it for many turns. Retell a simple event in the correct order. Talks extensively about things important to them.</p>	<p>Listens to familiar stories with increasing attention and recall. Understands use of objects. For example, 'Which one do we cut with?'</p> <p><b>Speaking:</b></p> <p>Sing a large repertoire of songs: Know many rhymes: Talk about familiar books and retell story: Uses talk to organise play. Express a point of view and debate when they disagree using words and actions.</p>	<p>Anticipate key events and phrases in rhymes and stories: Follow instructions. Show understanding of prepositions: under, on top, behind.</p> <p><b>Speaking:</b></p> <p>Use a range of tenses. Ask 'who, what, when why and how' questions. Uses talk to explain what is happening and what might happen next.</p>
	<p><b>Reception:</b></p> <p><b>Listening &amp; Attention &amp; Understanding</b></p> <p>Listen carefully. Understand questions using 'who, why, when, where and how'</p> <p>Responds to ideas expressed by others in conversations.</p> <p><b>Speaking:</b></p> <p>Introduce a story line and narrative into their play. Articulate ideas and thoughts in well formed sentences.</p>	<p><b>Reception:</b></p> <p><b>Listening &amp; Attention &amp; Understanding</b></p> <p>Indicate two channelled attention- can both listen and do for a short period of time. Listen to and talk about stories to build familiarity and understanding: Engage in non-fiction books. Retell a story, once developed familiarity with text including repetition and some in own words. Follow a story without pictures and props.</p> <p><b>Speaking:</b></p> <p>Ask 'who, why, when, where, what and how' questions to find out more of an interest. Connect ideas together using a range of connectives. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><b>Reception:</b></p> <p><b>Listening &amp; Attention &amp; Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions 'who, why, when, where, what and how', comments and actions when being read to. Make comments about what they have heard and ask questions 'who, why, when, where, what and how' to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges.</p> <p><b>Speaking:</b></p> <p>Participate in small group, class and one to one discussion offering ideas and new vocabulary. Offer explanations for why things might happen using new vocabulary from stories, rhymes and poems where appropriate. Express ideas and feelings about experiences using full sentences. Including use of past, present and future tenses and conjunctions to extend sentences.</p>
<p><b>Physical Development</b> <b>(Including PE sessions)</b></p>	<p><b>Nursery:</b></p> <p>Fine motor: Hold mark making tools with a firm grip with all fingers and thumb.</p> <p>Gross Motor: Run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p>	<p><b>Nursery:</b></p> <p>Fine motor: Pull zips up and down when fastened at the bottom.</p> <p>Gross Motor: Develop movement and successfully balance on one foot/leg, ride scooters and trikes. Decide which movement is appropriate for different activities. For example, walk a plank, crawl under a table. Use large muscle movements to make marks.</p>	<p><b>Nursery:</b></p> <p>Fine motor: Show a preference for a dominant hand. Begin to hold smaller tools with a firm grip including, toothbrush, hair brush and scissors etc.</p> <p>Gross Motor: Manipulate a range of thick tools and equipment in one hand- thick paintbrushes, thick pencils and pens etc. Use and manage large objects for example, moving large blocks and planks.</p>
	<p><b>Reception:</b></p> <p>Fine motor:</p>	<p><b>Reception:</b></p> <p>Fine motor:</p>	<p><b>Reception:</b></p> <p>Fine Motor:</p>

<p>Develop skills to use fine toolers confidently and competently for example, pencils, paintbrushes, scissors and cutlery.</p> <p>Gross Motor: Use core muscle strength to sit with good posture at the table or on the carpet. Move fluently, with control and grace where required- rolling, crawling, walking, jumping, hopping, skipping and climbing.</p> <p><b>PE: FUNDamentals</b> Dribbling and ball skills Jabadeo</p>	<p>Handle tools, objects and malleable materials safely and with increasing control and purpose. Holds a pencil correctly, in a tripod grip to form recognisable letters, most of which are correctly formed.</p> <p>Gross Motor: Jump off on object and land appropriately using hands, arms and body to stabilise and balance. Increasing control over of an object through pushing, patting, throwing, catching or kicking.</p> <p><b>PE: Dance &amp; Movement</b> Catching, throwing and rolling Jadadeo</p>	<p>Hold a pencil effectively, using tripod grip in all cases to write fluently. Use a range of small tools effectively and with purpose including scissors, paintbrushes, tweezers and cutlery. Begin to show accuracy with marks.</p> <p>Gross Motor: Negotiate space and obstacles safely with confidence. Demonstrate strength, balance and coordination when playing. Move energetically and in control such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>PE: Multi-skills</b> Athletics – running, hopping, jumping Jadabeo</p>
<p>Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical sessions and disciplines, including: Jabedao, dance, gymnastics and sport. Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. Develop their fine motor skills so that they can use a range of tools competently, safely and confidently including: pencils, paintbrushes, scissors and cutlery.</p>		

### Specific Areas of Learning

<p><b>Literacy</b></p> <p><b>Writing:</b></p>	<p><b>Nursery:</b> Gives meaning to their marks and in different textures such as sand, playdough.</p>	<p><b>Nursery:</b> Write some letters accurately.</p>	<p><b>Nursery:</b> Use print and letter knowledge using initial sounds such as .m. for mummy. Write some or all of their name.</p>
	<p><b>Reception:</b> Writing words and captions using Phase 2 words known.</p>	<p><b>Reception:</b> Writing words, captions, labels and sentences using Phase 2 and 3 words known.</p>	<p><b>Reception:</b> Writing words, captions, labels and sentences using Phase 2 and 3 words known.</p>
<p><b>Literacy</b></p> <p><b>Reading:</b></p>	<p><b>Nursery:</b> Listen and join in with stories and poems in small groups. Handles books carefully and the correct way up.</p>	<p><b>Nursery:</b> Understand 5 concepts of print. Looks and enjoys prints and digital books independently. Engage in extended conversations about stories, including new vocabulary.</p>	<p><b>Nursery:</b> Join in with repeated refrains and rhymes in stories. Begin to tell their own stories. Develop phonological awareness so they can spot letters/sounds. Clap syllables in a word.</p>
	<p><b>Reception:</b> Read some letter groups that each represent one sound and say sounds for them- Phase 2. Read individual letters by saying the sound for them- Phase 2.</p>	<p><b>Reception:</b> Blend sounds into words so that they can read short words made up of known letter-sound correspondences- Phase 2&amp;3.</p>	<p><b>Reception:</b> Re-read books to build up their confidence in word reading, fluency, understanding and enjoyment- Phase 2,3 &amp; 4. Re-read what they have read to check it makes sense. Read words consistent with their phonic knowledge by sound blending- Phase 2,3 &amp; 4.</p>

			Begin to read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words- Phase 2 & 3.		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	
<b>Phonics</b>			<b>Nursery:</b> Letters and Sounds, Phase 1.		<b>Nursery:</b> Letters and Sounds, Phase 1.	
		<b>Reception:</b> Little Wandle, Letters and Sounds, Phase 2.	<b>Reception:</b> Little Wandle, Letters and Sounds, Phase 3.		<b>Reception:</b> Little Wandle, Letters and Sounds, Phase 4.	
<b>Mathematics</b>		<b>Nursery:</b> Colours Matching- buttons, colours, towers, shoes, shapes. Sorting- colour, size, shape. Number 1 & 2- subitising, counting, numeral. Patterns- AB patterns- colour, movement.	<b>Nursery:</b> Number 3,4,5 & 6- subitising, counting, numeral and composition. Shapes- squares, triangles, rectangles and pentagon. Height & Length- tall and short, long and short, tall, long and short. Mass. Capacity.		<b>Nursery:</b> More than/ fewer than. One more & one less. Revisit of shape and pattern. Revisit of composition of numbers 1-5. Night & Day. Positional language.	
		<b>Reception:</b> Counting out loud. Counting in correspondence. Matching and Sorting. Comparing amounts. Representing, comparing and composition of 1,2 & 3. Representing numbers to 5. One more and one less. Comparing size, mass and capacity. Exploring pattern. Circles, Triangles, shapes with 4 sides. Positional language. Time.	<b>Reception:</b> Introducing zero. Counting patterns within 10. Comparing numbers to 10. Composition of/bonds of numbers to 10. Combining 2 amounts. Compare mass & capacity. Length and height. 3D Shapes. Spatial awareness. Patterns.		<b>Reception:</b> Counting patterns beyond 10 (to 20) Composition of numbers beyond 10 (to 20) Adding more & taking away. Doubling. Sharing & Grouping. Odd & even numbers. Spatial thinking- match, rotate, manipulate, visualise and build and mapping.	
<b>Knowledge and Understanding of the World:</b>  <b>People, culture and Communities:</b>  <b>(Religious Education links)</b>	Make sense of their own life story and family's history. Talk about members of their immediate family and community.	Recognises and explores special times and events for them and others, understanding that people have difference beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. <b>Bonfire Night, Diwali, Hannukah, Christmas around the world.</b>	Explore and show an interest in different occupations.  <b>People who help us.</b>	Explore and show an interest in different occupations- people who help us.  Recognises and explores how people influence and protect the environment in different occupations- name and describe people who are familiar to them.	Enjoys joining in with other people but understands people have different likes/dislikes and the link this has with special times and events for them and others among families, communities and traditions.  <b>Likes/dislikes and memories they've had.</b> <b>Comparison of their memories and others.</b>	

<b>Sustainability</b>	How and why should humans look after the world?	Climate change Sun v ice	Caring for the planet Plastics/waste	Caring for the environment Plants and trees	Pollution (Fumes/saving energy)	Caring for the animals Seas/beaches
<b>Religious Education: ODBE 2023:</b>	<b>Who am I and where do I belong?</b> <b>(Christianity)</b> Explore the different groups that people belong to, including the religious ones. Find out about Christian signs of belonging.	How is the birthday of Jesus celebrated in Church and Society? <b>Incarnation (UF2)</b>	<b>What is the church and who goes there?</b> <b>(Christianity)</b> Variety of church buildings and the things that happen in a church. Find out about vicars and bishops. Look at Sundays, seasons, and festivals.	Why do Christians put a cross in an Easter Garden? <b>Salvation (UF3)</b>	<b>What do people celebrate and why?</b> <b>(World Views)</b> Multi-religious and multi-secular perspective.	What does the Bible say about animal welfare. Bible stories linked to animals
<b>Celebrations</b>	Harvest	Christmas Diwali Hanukkah	Chinese New Year Mothering Sunday	Easter Passover Ramadan	Ascension/Pentecost.	Trinity Sunday Eid
<b>World Faith stories linked to topic or RE</b>	Story of Joseph Mary Mother of Jesus Disciples of Jesus	Joseph and his Technicolor dream coat The story of the wise men – Gold, Frankincense and myrrh Parable of the hidden treasure & the pearl	Story of creation, Genesis	Explore school vision I am the vine. Explore The tree of Life Garden of Eden Adam & Eve Jesus in the Garden of Gethsemane Garden of the empty tomb	Characters in the Bible who travelled Abraham King David Paul Jesus The parable of the Talents	Noah's - Raven & Dove Balaam and his Donkey Jesus and the donkey Jesus and the pigs

<b>Knowledge and Understanding of the World:</b>  <b>The Natural World</b>  <b>(Computing, Science &amp; Geography links)</b>	Explores How things work- Understands growth and changes over time.  Animal Adventures (Humans Kapow) Recognises their body parts and can begin to explore their senses.	Talk about the differences properties between materials and the changes they notice. Describe what they hear and feel whilst outside.  Understands and explores similarities between places, objects and materials.  I am a scientist (Kapow) Materials	Understands and explores similarities between places, objects and materials.  Changing Seasons (Kapow) Light & Dark, Space.	Talk about and observe living things and plants and talk about growth/changes and similarities/differences.  Begin to understand the need to respect and care for the natural environment and all living things.  Our beautiful planet (Kapow) Plants, mini-beasts and insects.  Lifecycles.	Knows and identifies similarities and differences between places and how environments compare to one another.  Recognise some similarities and differences between life in this country and in other countries.  Maps – draw information from and for maps  Forces/materials/water.  United Kingdom and other countries.	Talk about and observe living things and plants and talk about changes and similarities/differences. Begin to understand the need to respect and care for the natural environment and all living things. Recognise some environments that are different to the one in which they live. Animal Adventures (Kapow) Animals and dinosaurs etc.	
	<b>Outdoor Adventures</b>  Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons. (Kapow)		<b>Around the world</b>  Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences. (Kapow)		<b>Exploring Maps</b>  Exploring maps through discussion, story-telling, games and creative activity. (Kapow)		
	<b>Programming: All about Instructions</b>  The children learn to receive and give instructions and understand the importance of precise instructions (Kapow)	<b>Data handling</b>  Children sort and categorise data and are introduced to branching databases and pictograms  (Kapow)	<b>Programming Bee bots</b>  Children learn about directions, experiment with programming a Bee-bot/Blue-bot and tinker with hardware (Kapow)		<b>Computing systems:</b> Using a computer and Exploring hardware (Kapow) Getting ready for IT in KS1  Learning about the main parts of a computer and how to use the keyboard and mouse. Logging in and out  Tinkering and exploring with different computer hardware and learning to operate a camera (Kapow)		
	Continually through weekly/seasonal focuses from Hygge in the Early Years: Explore the natural world around them. Understanding the effect of changing seasons on the natural world around them.						
<b>Knowledge and Understanding of the World:</b>	Comment on images of familiar situations in the past.	Talk about the lives of the people around them and their roles in society.  People who help us.	Comment on images of familiar situations in the past. Understand the past from drawing on their experiences and what has been read in class.				

<b>Past and Present: (History links)</b>	Pictures of them when younger/celebrations- How have I, my friends and my family changed? How else will we change as we continue to grow? Peek into the past: Memories and experiences from their own past. (Kapow lessons 1-5)		Adventures through time: To understand that the environment around us changes as time passes (Kapow lesson 1-4)		Vehicles. Own experiences of journeys in the past. Adventures through time: To compare modes of transport of the past with the present (Kapow lesson 5)	
<b>Expressive Art and Design:</b>	Safely use and explore a variety of materials, tools and techniques with colour, texture, design, form and function.		Safely use and explore a variety of materials, tools and techniques with colour, texture, design, form and function.		Safely use and explore a variety of materials, tools and techniques with colour, texture, design, form and function.	
<b>Design Technology links</b>	<b>Cooking and Nutrition</b>  Making Soup/Sandwiches  (Kapow)	<b>Seasonal Projects</b>  Using sparkles/gems/glitter  (Kapow)	<b>Junk Modelling</b>  Designing and making moon buggies  (Kapow)	<b>Seasonal Projects</b>  Design and make an Easter Garden  (Kapow)	<b>Structures:</b>  Boats  (Kapow)	<b>Textiles</b>  Weaving: Indoors and outdoors  Natural and manmade materials.  Make a book mark  (Kapow)
	<b>Nature Wreaths</b>  Designing and making autumn wreaths using natural objects; exploring colour and pattern to create individual designs.  (Kapow)	<b>Salt Dough decoration</b>  Manipulating salt dough and using a range of tools to create a Christmas decoration.  (Kapow)	<b>Threaded snowflakes</b>  Making pipe-cleaner snowflakes; applying skills with threading; choosing colours and shapes to create patterns.  (Kapow)	<b>Easter Egg threading</b>  Applying skills in threading wool; making choices about patterns and colours; creating hanging Easter decorations.  (Kapow)	<b>Petal mandala suncatchers</b>  Learning about the patterns, colours and symbolism of mandalas to create a suncatcher version using collected leaves and petals.  (Kapow)	<b>Salt Painting</b>  Painting imaginative designs with salt; experimenting with colour and texture; describing the processes they have used.  (Kapow)
<b>Expressive Art and Design Music, movement and drama links</b>	Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody. Make use of props when role playing characters in narratives and stories. Sing a range of well-known nursery rhymes and songs.		Return and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Make use of props when role playing characters in narratives and stories. Sing a range of well-known nursery rhymes and songs.		Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance, performance art, expressing their feelings and emotions. Make use of props when role playing characters in narratives and stories. Sing a range of well-known nursery rhymes and songs.	
	<b>Exploring Sound</b>	<b>Celebration Music</b>	<b>Music and Movement</b>	<b>Musical Stories</b>	<b>Transport</b>	<b>Big Band</b>



<p>Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment. (Kapow)</p>	<p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.  (Kapow)</p>	<p>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music. (Kapow)</p>	<p>A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.  (Kapow)</p>	<p>Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score. (Kapow)</p>	<p>Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.  (Kapow)</p>
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