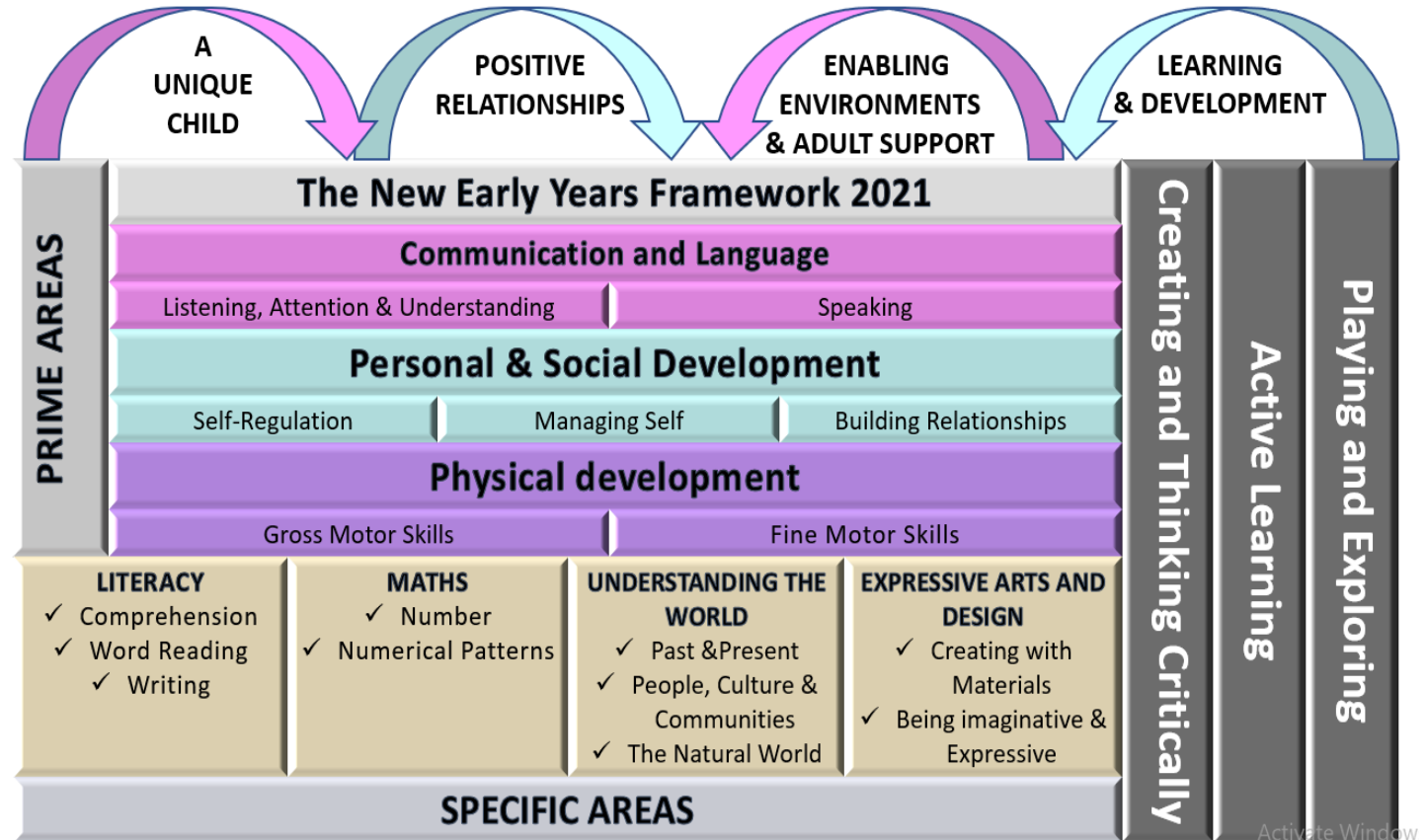


# F1 Nursery Curriculum 2025-2026

“At Pinewood, we aim to ‘Make Learning Irresistible’. This runs through everything we do, from lessons, our learning environment both indoors and outdoors to visits and visitors. Our school is an amazing place to be and the staff and children are all very proud to be part of the Pinewood Pride!

Children feel valued and loved in school and staff pride themselves on building strong relationships with both parents/carers and children. We teach literacy and maths to a high standard and children make excellent progress throughout the EYFS. We treat every child as an individual and are committed to the development of the ‘whole child’. We want children to enter KS1 happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey

## The EYFS Team at Pinewood



## Our Curriculum at Pinewood



**R** Remembering

**O** Opportunities

**O** Outcomes

**T** Talk

**S** School values

# F1 Curriculum Plan 2025-2026



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1

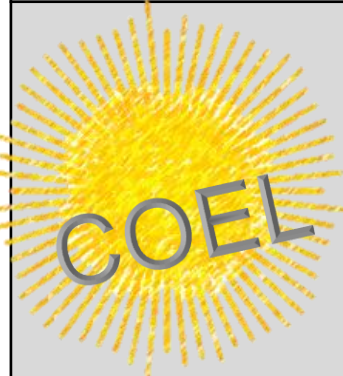



SUMMER 2

<p>General Themes</p> <p><b>NB: These themes may be adapted at various points to allow for children's interests</b></p>	<p><b>Magical Me!</b></p> <p>Starting nursery/my new class / New Beginnings</p> <p>People who help us / Careers</p> <p>My family / PSED focus</p> <p>What am I good at?</p> <p>How do I make others feel?</p> <p>Being kind / staying safe</p>	<p><b>Fantastic Festivals!</b></p> <p>Bonfire night celebrations</p> <p>Diwali</p> <p>Ginger bread man – Harvest</p> <p>The Nativity</p> <p>Father Christmas visits</p> <p>Christmas Lists</p> <p>Letters to Father Christmas</p>	<p><b>Take One Picture</b></p> <p>Arts &amp; Design focus:</p> <p>Vincent Van Gogh</p> <p>Starry Night</p> <p>Take One Picture</p>	<p><b>Come Outside!</b></p> <p>The great outdoors</p> <p>Plants &amp; Flowers</p> <p>Weather / seasons</p> <p>Planting beans/seeds</p> <p>Reduce, Reuse &amp; Recycle</p> <p>Easter</p>	<p><b>Amazing animals!</b></p> <p>What lives in our pond?</p> <p>Life cycles</p> <p>Farm animals</p> <p>Habitats</p>	<p><b>Splish Splash Splosh!</b></p> <p>Where in the world shall we go?</p> <p>Send me a postcard!</p> <p>Marine life</p> <p>Seasides in the past</p> <p>Compare: Now and then!</p> <p>Seaside art</p> <p>Reduce, Reuse &amp; Recycle</p> <p>Fun Science / Materials</p>
<p><b>High quality Texts</b></p>	<p>1 (3 days) What makes me a me</p> <p>2&amp;3: Peace At Last</p> <p>4. Dear Zoo</p> <p>5. Busy People – Police</p> <p>6. Ness The Nurse</p> <p>7. We're Going On A Bear Hunt</p>	<p>1. Non-Fiction firefighter/My mummy is a firefighter</p> <p>2. Rama and Sita/Diwali</p> <p>3. Kipper's Birthday</p> <p>4 &amp; 5: The Gingerbread Man</p> <p>6: The Christmas Story</p> <p>7. Father Christmas Needs A Wee</p>	<p>1: George and the Dragon</p> <p>2: There's a Dragon in this Book</p> <p>3: Dragons love Underpants</p> <p>4: Daisy's Dragons</p> <p>5: Zog</p> <p>6: How to Catch A dragon (Chinese New Year themed)</p>	<p>1: Jasper's Beanstalk</p> <p>2: Rabbit's Spring Adventure</p> <p>3&amp;4: Non-Fiction chicks/The Little Yellow Chicken</p> <p>5. Farmyard Hullabaloo</p>	<p>1: Frog life cycle non fiction/Down by the Cool of the Pool</p> <p>2 &amp; 3: Goldilocks &amp; the 3 Bears</p> <p>4. Rumble in the Jungle</p> <p>5. The Very Hungry Caterpillar</p> <p>6. Mad About Minibeasts</p>	<p>1&amp;2: What the ladybird heard on holiday</p> <p>3&amp;4: Commotion in the Ocean</p> <p>5&amp;6: The Odd Fish</p> <p>7&amp;8: 10 Little Pirates</p> <p>Final day – transition</p>
<p><b>'Wow' moments / Enrichment</b></p>	<p>Family photos</p> <p>Baby photos</p> <p>Pets in</p> <p>Nurse /police officer visit</p> <p>Diwali Day</p> <p>National Poetry Day 6th October</p>	<p>Guy Fawkes / Bonfire Night/firefighter visit</p> <p>Remembrance Day</p> <p>Children In Need</p> <p>Making Gingerbread</p> <p>EYFS Nativity</p> <p>Santa visit</p>	<p>Art exhibition</p> <p>Chinese New Year 17<sup>th</sup> Feb (Celebrate week 6 before we break up)</p>	<p>Living chick eggs in (week 3)</p> <p>Planting beanstalks</p> <p>Mother's Day</p> <p>World Book Day 5<sup>th</sup> March</p> <p>Easter bonnet parade</p>	<p>Caterpillars in</p> <p>Frogspawn in classroom or pond visits</p> <p>Teddy bears picnic</p>	<p>Map work - Find the Treasure</p> <p>End of year family picnic</p>



# F1 Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	Magical Me!	Fantastic Festivals!	Take One Picture	Come Outside!	Amazing Animals!	Splish Splash Splosh!
 	<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: Pinewood, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i> EYFS Team</p> <p style="text-align: center;"><b><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b></p>					



# F1 Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me!	Fantastic Festivals !	Take One Picture	Come Outside!	Amazing Animals!	Splish Splash Splosh!
Our Pinewood values	<p><b>Values: Kindness &amp; Self-belief</b></p> <p><b>Books:</b>  <b>Kindness:</b>            Dogger, Room on the broom            The Giving Tree Lost and Found  <b>Self belief</b>            Gruffalo            How to Catch a Star</p>	<p><b>Values: Honesty &amp; Independence</b></p> <p><b>Books:</b>  <b>Honesty:</b>            Do unto others  <b>Independence:</b>            Iggy Peck architect Lost and found The missing Piece            The Way back Home</p>	<p><b>Values: respect &amp; resilience</b></p> <p><b>Books</b>  <b>Respect:</b>            Bog Baby            Little Rabbit Foo Foo            The Great Kapok Tree            Tusk Tusk  <b>Resilience:</b>            Peace at last After the Storm Peter and the wolf            Kevin the Cat with the Magic Hat            Up and Down Monkey            Puzzle            The Way Back Home</p>	<p><b>Values:responsibility &amp; curiosity</b></p> <p><b>Books</b>  <b>Responsibility:</b>            One world            Bog baby            The great kapok Tree  <b>Curiosity:</b>            The mole who knew it was non on his business</p>	<p><b>Values: Re-cap on all 6</b></p>	<p><b>Values: Re-cap on all 6</b></p>



It goes without saying that we want our children to reach their potential academically whilst here at Pinewood. But education is about so much more than this. In December 2016 we decided to link our vision and values to a pine tree theme where we provide the roots in order for children to grow and finally have the wings to fly onto the next part of their educational journey. Values are the principles that guide our behaviour and thinking as a school. The values we want to instill in our children here at Pinewood can be seen on the pine cones.

Our school aim is 'To make learning irresistible' as this encompasses what we do at Pinewood in order to meet our vision.

Our school prioritises relationships. We really care for each other as a staff team, for our children and our families. Pinewood is a lovely place to be. Our values are not just laminated on classroom walls, they permeate through everything we do and our behaviours as a team. You feel the ethos of our school the second you walk through the door. We prioritise the inner curriculum as much as the more easily recognisable outer curriculum. We want our children to leave us with academic intelligence, emotional intelligence and ethical intelligence.



# F1 Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	Magical Me!	Fantastic Festivals!	Take One Picture	Come Outside!	Amazing Animals!	Splish Splash Splosh!
BRITISH VALUES SHARING CIRCLES	<p><b>Mutual respect</b> 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.</p>	<p><b>Mutual Tolerance</b> 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</p>	<p><b>Rule of law</b> 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</p>	<p><b>Individual liberty</b> 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.</p>	<p><b>Democracy</b> 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.</p>	<p><b>Recap all British Values</b> 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.</p>
ASSESSMENT OPPORTUNITIES	<p>In-house - Baseline data on entry Little Wandle Phonics assessments EYFS team meetings Wellcomm assessments</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Little Wandle Phonics assessments Wellcomm assessments</p>	<p>Local schools moderation EYFS team meetings Phase meeting and internal moderations Little Wandle Phonics assessments Baseline data for new intake Wellcomm assessments</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Little Wandle Phonics assessments Wellcomm assessments</p>	<p>Local schools moderation EYFS team meetings Little Wandle Phonics assessments Baseline data for new intake Wellcomm assessments</p>	<p>Pupil progress meetings Reports Phonics assessments LA moderation training EYFS team meetings EOY data Little Wandle Phonics assessments</p>
PARENTAL INVOLVEMENT	<p>Welcome meetings for new parents Open door policy Class DoJo involvement Family photos Baby Photos</p>	<p>Class DoJo involvement Nativity/Christmas Craft Parents Evening Stay &amp; play for new intake Twilight for new intake Home visits for new intake</p>	<p>Class DoJo involvement Welcome meetings for new parents Art exhibition</p>	<p>Class DoJo involvement Parents Evening Easter bonnet parade Stay &amp; play for new intake Twilight for new intake Home visits for new intake</p>	<p>Class DoJo involvement Welcome meetings for new parents Teddy bears picnic</p>	<p>Class DoJo involvement Reports End of year family Picnic Stay &amp; play for new intake Twilight for new intake Home visits for new intake Transition for children starting full time school in Sept 2024</p>



# Diversity Texts to be read throughout the year during story time sessions (F1 & F2)

<b>BAME main characters</b>	<b>Cultural Diversity</b>	<b>Neurodiversity</b>	<b>Physical Disabilities</b>	<b>Different Families</b>
<p>So much Shine            Astro Girl            Lulu's first day            Baby goes to market            Mommy saying            Full, full full of love            15 things not to do with a puppy            Jabari jumps            Izzy gizmo            Little people big dreams books</p>	<p>The big book of families            Maisie's scrapbook            Hats of faith            The jasmine sneeze            Golden domes and silver lanterns</p>	<p>We're all wonders            Perfectly Norman            Incredible you            I see things differently            Mr Gorski I think I have the wobble            Because            What makes me a me?            The unbudgable curmudgeon</p>	<p>Its ok to be different            When Charlie met emma            Only one you            Don't call me special            Happy to be me            Millie gets her super ears</p>	<p>My pirate mums            Mt two grandads            The girl with two dads            We are family            More people to love me            Our class is a family            Love makes a family            Heather has two mummies</p>



# F1 Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me!	Fantastic Festivals!	Take One Picture	Come Outside!	Amazing Animals!	Splish, Splash, Splosh!
<p><b>Communication and Language</b></p> <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in our setting.</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p>					
<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, Word Aware interventions.</p> <p><b>Daily story time using high quality texts (from the EYFS brilliant reads list)</b></p>	<p>Settling in activities Making friends What do you want to be when you grow up? Wellcomm intervention Rhyme of the week Sign of the week Settling in activities Making friends Show an interest in the lives of other people</p> <ul style="list-style-type: none"> <li>- <b>Know how to respond to my name and change my activity when encouraged</b></li> <li>- <b>Know how to use everyday words to talk about people I know</b></li> <li>- <b>Know how to follow simple instructions with visuals</b></li> <li>- <b>Know how to listen and respond to adults and peers</b></li> </ul> <p><b>Key vocab:</b> <i>colours, nursery areas, adult names, rules &amp;</i></p>	<p>Develop vocabulary: Word aware Wellcomm interventions Discovering Passions Understand how to listen carefully and why listening is important. Discuss familiar celebrations Rhyme of the week Sign of the week</p> <ul style="list-style-type: none"> <li>- <b>Know how to follow two-step simple instructions with visuals</b></li> <li>- <b>Know how to concentrate for slightly longer periods</b></li> <li>- <b>Know how to join in with a small group</b></li> <li>- <b>Know how to remember and join in with stories and rhymes</b></li> </ul> <p><b>Key vocab:</b> <i>celebrations, describing words, food/ingredients, feelings</i></p>	<p>Develop vocabulary: Word aware Wellcomm intervention Describe events (Chinese New Year) Settling in activities Rhyme of the week Sign of the week</p> <ul style="list-style-type: none"> <li>- <b>Know how to speak in 2/3/4 word sentences</b></li> <li>- <b>Know how to understand more simple questions and answer appropriately</b></li> <li>- <b>Know how to express desires, feelings and needs</b></li> <li>- <b>Know how to begin to hold two-way conversations with adults and peers</b></li> </ul> <p><b>Key vocab:</b> <i>seasonal language, revisit colour, light &amp; dark</i></p>	<p>Wellcomm intervention Word Aware: explore vocab</p> <ul style="list-style-type: none"> <li>- Sign of the week Rhyme of the week</li> <li><b>Know how to begin to understand and ask why and how questions</b></li> <li>- <b>Know how to remember and use new words</b></li> <li>- <b>Know how to engage in imaginary role-play sometimes building stories around objects and toys</b></li> </ul> <p><b>Key vocab:</b> <i>Chick life cycle, planting/growing, recycling</i></p>	<p>Wellcomm intervention Word Aware: Explore Vocab Learn and recite, poems and songs Rhyme/rhyming sentences Rhyme of the week Sign of the week Settling in activities</p> <ul style="list-style-type: none"> <li>- <b>Know how to explain my own thinking/ideas</b></li> <li>- <b>Know how to describe the story settings and characters</b></li> <li>- <b>Know how to join in with the repeated lines and refrains</b></li> <li>- <b>Know how to use language as a powerful means of widening contacts and sharing feelings</b></li> </ul> <p><b>Key vocab:</b> <i>Frog life cycle, seasonal changes, animals and habitats, feelings</i></p>	<p>Wellcomm intervention Word Aware: Explore Vocab Sign of the week Rhyme of the week</p> <ul style="list-style-type: none"> <li>- <b>Know how to communicate effectively with my peers and adults</b></li> <li>- <b>Know how to follow three-step simple instructions, sometimes without visuals</b></li> <li>- <b>Know how to anticipate key events in stories</b></li> <li>- <b>Know how to take turns in small groups</b></li> <li>- <b>Know how to ask simple questions and wait for a response</b></li> </ul> <p><b>Key vocab:</b> <i>emotions, positional language/prepositions, recycling</i></p>



# F1 Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me	Fantastic Festivals!	Take One Picture	Come Outside	Amazing Animals!	Splish, Splash, Splosh!
Personal, Social and Emotional Development	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>					
<b>Managing Self</b>  <b>Self regulation</b>  <b>Making relationships</b>	<p><u>SCARF: Me and My Relationships</u>            Marvellous me!            I'm Special            People who are special to me</p> <ul style="list-style-type: none"> <li>- Know my own feelings, and know that some actions and words can hurt others' feelings.</li> <li>- Know how to express my own feelings</li> <li>- Know that there are differences between people such as skin colour, hair colour, gender, special educational needs</li> <li>- Know that my family is important and that they look after me</li> <li>- Know friends might feel and think different things and that is ok</li> <li>- Know some classroom rules.</li> <li>- Know how to follow rules and understand why they are important</li> <li>- Know how to look after my teeth</li> <li>- Know how to wash my hands properly</li> <li>- Know that I will be safe when I separate from my main carer even if I may need support</li> </ul>	<p><u>SCARF: Valuing Difference</u>            Me and my friends            Friends and family            Including everyone</p> <ul style="list-style-type: none"> <li>- Know that I should accept the needs of others and can take turns and share resources, sometimes with support from others</li> <li>- Know how to cooperate with familiar people e.g. turn taking</li> <li>- Know how to talk with other children when playing and will communicate freely about my own home and community</li> </ul>	<p><u>SCARF: Keeping myself safe</u>            People who help me and keep me safe            Safety indoors and outdoors            What's safe to go in my body</p> <ul style="list-style-type: none"> <li>- Know how to confidently ask adults for help.</li> <li>- Know that some things are private e.g. toileting</li> <li>- Know adults should help keep us safe</li> <li>- Know not to put unknown objects into your mouth</li> <li>- Beginning to know about foods that are healthy and unhealthy</li> <li>- Know that I will be safe when I separate from my main carer even if I may need support</li> </ul>	<p><u>SCARF: Rights and responsibilities</u>            Looking after myself            Looking after others            Looking after my environment</p> <ul style="list-style-type: none"> <li>- Know some classroom rules</li> <li>- Know how to select and use activities and resources independently</li> <li>- Know how to responsibly carry out small tasks.               <ul style="list-style-type: none"> <li>- Know they have responsibilities in Nursery</li> </ul> </li> <li>- Know that my needs may not always be met straight away but that it is ok</li> </ul>	<p><u>SCARF: Being my best</u>            What does my body need?            I can keep trying            I can do it</p> <ul style="list-style-type: none"> <li>- Know that praise for what I have done is a good thing and welcome and value praise</li> <li>- Know that I will be safe when I separate from my main carer even if I may need support</li> <li>- Know how to express my own preferences and interests</li> <li>- Know that I should respond to a few appropriate boundaries</li> </ul>	<p><u>SCARF: Growing and changing</u>            Growing and changing in nature            When I was a baby            Girls, boys &amp; families</p> <p><i>Transition into reception</i>  <i>School readiness</i></p> <ul style="list-style-type: none"> <li>- Know how to express my own feelings</li> <li>- Know that there are differences between people such as skin colour, hair colour, gender, special educational needs</li> <li>- Know that I can seek out others to share experiences</li> <li>- Know friends might feel and think different things and that is ok</li> </ul>



# E1 Curriculum Plan 2025-2026



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me!	Fantastic Festivals!	Take One Picture	Come Outside!	Amazing Animals!	Splish, Splash, Splosh!

## Physical development

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

Threading, cutting, weaving, playdough, Fine Motor activities daily, target groups where needed. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.

## Gross motor

Weekly Next Level Sport Coach Session

## Fine motor

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.


Daily opportunities for Fine Motor Activities

<p><b>NEXT LEVEL SPORTS: Multiskills</b></p> <p>Know how to run taking into account spatial awareness, adjusting speed to avoid obstacles</p> <p>Know how to walk, run and climb on different levels and surfaces</p> <p>Know how to jump up into the air with both feet leaving the floor</p> <p><b>I can use a 4 finger grip to hold my pencil</b></p> <p><b>I can grip using five fingers or preferably two fingers and thumb for control.</b></p> <p><b>I can use tools effectively in playdough (eg: cutters/rollers)</b></p> <p><b>I can take off my own shoes</b></p>	<p><b>NEXT LEVEL SPORTS: Dance</b></p> <p>Know how to move to music and express myself. Splish Splash Splosh</p> <p>Know how to respond and move to rhythm and music</p> <p>Know how to begin to move rhythmically.</p> <p><b>I can turn the pages in a book</b></p> <p><b>I can fit the pieces of a puzzle together</b></p> <p><b>I can pull up my own zip (may need help getting the zip in place)</b></p> <p><b>I am beginning to do up my own zip/large buttons</b></p> <p><b>I can use one-handed tools and equipment, e.g. make snips in paper with child scissors</b></p>	<p><b>NEXT LEVEL SPORTS: Multiskills (Throwing &amp; Catching)</b></p> <p>Know how to throw a ball with increasing force and accuracy</p> <p>Know how to catch a large ball by using two hands and their chest to trap it</p> <p>Know how to kick a stationary ball with either foot</p> <p><b>I can hold a pencil (fisted/digital pronate grip) to make marks</b></p> <p><b>I can use tools effectively in playdough (eg: cutters/rollers)</b></p> <p><b>I can take off my own shoes</b></p>	<p><b>NEXT LEVEL SPORTS: Gymnastics (Floor)</b></p> <p>Know how to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Know how to squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands</p> <p>Know how to climb onto nursery equipment</p> <p>Know how to stand momentarily on one foot when shown</p> <p>Know how to go up steps and stairs, or climb apparatus, using alternate feet, maintaining balance and stability</p> <p>Know how to skip and hop on one leg know how to stand on one leg and hold a pose for a game like musical statues</p>	<p><b>NEXT LEVEL SPORTS: Multiskills (Large ball skills)</b></p> <p>Know how to follow adult-led instructions about moving safely</p> <p>Know how to take turns and share resources when playing games, with adult support</p> <p>Know that we breathe faster during exercise</p> <p>Know how to show balance and some control (e.g. throwing a ball, riding a scooter, riding a trike)</p> <p>Know how to run taking into account spatial awareness, adjusting speed to avoid obstacles</p> <p>Know how to run safely on whole foot</p> <p>Know how to listen and follow one simple instruction in a game</p> <p><b>I can show increasing control</b></p>	<p><b>NEXT LEVEL SPORTS: Athletics</b></p> <p>Know how to jump forward a small distance</p> <p>Know how to follow adult-led instructions about moving safely</p> <p><b>I can use tweezers</b></p>
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# F1 Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical me!	Fantastic Festivals!	Take One Picture	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
<p><b>RE</b></p> <p><b>Understanding the world/PSE</b></p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p><i>Which people are special and why?</i></p> <p><i>Who are we and how do we belong?</i></p> <p><i>Which stories are special and why?</i></p> <p><b>Know that homes are our special places</b></p> <p><b>Know that school is a special place</b></p> <p><b>Know special people in their immediate family</b></p> <p><b>Know and respond to special friends in school</b></p> <p><b>Know a collection of stories that we have identified as special in F1</b></p> <p><b>Know about our family</b></p> <p><b>Know how to keep ourselves safe</b></p> <p><b>Know there are similarities and differences between us</b></p> <p><b>Know I have to look after things in the nursery</b></p>	<p><i>What times are special and why?</i></p> <p><i>Which stories are special and why?</i></p> <p><b>Know that we have special times that are important to us like birthdays</b></p> <p><b>Know that we have school and family routines and customs</b></p> <p><b>Know some songs relating to a celebration</b></p> <p><b>Know and talk about significant events in my own experience</b></p> <p><b>Know a collection of stories that we have identified as special in F1</b></p>	<p><i>What times are special and why?</i></p> <p><b>Know that we have special times that are important to us like birthdays</b></p> <p><b>Know that we have school and family routines and customs</b></p> <p><b>Know some songs relating to a celebration</b></p> <p><b>Know and talk about significant events in my own experience</b></p>	<p><i>What times are special and why?</i></p> <p><i>Which stories are special and why?</i></p> <p><b>Know that we have special times that are important to us like birthdays</b></p> <p><b>Know that we have school and family routines and customs</b></p> <p><b>Know some songs relating to a celebration</b></p> <p><b>Know and talk about significant events in my own experience</b></p> <p><b>Know a collection of stories that we have identified as special in F1</b></p>	<p><i>What is special about our world?</i></p> <p><b>Know about our family</b></p> <p><b>Know how to keep ourselves safe</b></p> <p><b>Know there are similarities and differences between us</b></p> <p><b>Know I have to look after things in the nursery</b></p>	<p><i>What is special about our world?</i></p> <p><i>What places are special and why?</i></p> <p><b>Know about our family</b></p> <p><b>Know how to keep ourselves safe</b></p> <p><b>Know there are similarities and differences between us</b></p> <p><b>Know I have to look after things in the nursery</b></p> <p><b>Know that homes are our special places</b></p> <p><b>Know that school is a special place</b></p>

# F1 Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme 	Magical me!	Fantastic Festivals!	Take One Picture	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
<b>Literacy</b>  Comprehension - Developing a passion for reading Children will visit the library bus weekly	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	<b>Know how to fill in missing words from well-known rhymes</b>  Know how to show preference for a book or a song or a rhyme.	<b>Know how to identify myself in a story and show enjoyment for stories about familiar people</b>  Know how to hold a book, turn the pages and indicate an understanding of pictures and print.	<b>Know how to begin to be aware of the way stories are structured.</b>  Know how to show interest in illustrations and print in books and print in the environment.	<b>Know how to describe main story settings, events and principal characters.</b>  Know how to make suggestions about what might happen next in a story	<b>Know how to talk about events and characters in a book</b>  Know how to suggest how a story might end	<b>Know how to describe main story settings, events and principal characters.</b>  Know how to tell a story to friends
<b>Word Reading</b> Children will be working in different groups for Read Write Inc. SH – Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.	<b>Know how to join in with rhymes and stories</b>	<b>Know how to identify rhymes. I can join in with the rhythm of well-known rhymes and songs.</b>  <b>Know how to notice and repeat sounds</b>	<b>Know how to understand that print has meaning</b>  <b>Know how to hold a book the right way up and turn pages by myself</b>	<b>know that print can have different purposes</b>  <b>know the names of the different parts of a book</b>	<b>know that we read English text from left to right and from top to bottom</b>  <b>Know how to identify signs and symbols in the environment and recall what they mean/ I can ascribe meaning to other marks, like on signage.</b>	<b>Know how to spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</b>



# F1 Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me	Lets Celebrate!	Take One Picture	The Great Outdoors	Amazing animals!	Ticket to ride!
<b>Writing</b>  TFW used as stimulus across the year  Texts may change due children's interests	<p>Know how to randomly scribble on the page, sometimes with both hands.</p> <p>Know how to begin to balance when sitting.</p> <p>Know how to make connections between my actions and the marks being made.</p>	<p>Know how to control the marks on the page.</p> <p>Know how to use a range of tools to make marks and show an interest in my own marks and others marks.</p>	<p>Know how to make connections between my actions and the marks being made.</p> <p>Know how to ascribe meaning to my marks</p>	<p>Know how to distinguish between the different marks I make.</p> <p>Know how to tell an adult what my marks mean</p> <p>Know how to draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.</p> <p>Know how to copy shapes, letter and pictures</p>	<p>Know how to identify sounds from my own name in other words.</p> <p>Know how to write some or all of my name.</p>	<p>Know how to use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Know how to write some letters accurately</p>



# F1 Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me!	Fantastic Festivals!	Take One Picture	Come Outside!	Amazing Animals!	Ticket to Ride!
Maths <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i>	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>‘have a go’</b>, <b>talk to adults</b> and peers about what they notice and not additoinbe afraid to make mistakes.</p>					
	<p>Know how to recite some number names in sequence</p> <p>Know how to show interest in and join in with number rhymes</p>	<p>Know how to recite some number names past 5</p> <p>Know how to have conversations about numbers</p> <p>Know how to say when two small groups have the same number</p> <p>Know how to sort objects using one simple criteria</p> <p>Know how to share play toys with a friend when asked</p> <p>Know how to show finger numbers up to five</p>	<p>Know how to recite some number names in sequence</p> <p>Know how to show interest in and join in with number rhymes</p> <p>Know how to bring one or two objects to an adult when asked</p> <p>Know how to extend a simple ABABAB pattern</p> <p>Know how to experiment with my own symbols, marks and numerals</p>	<p>Know how to create a simple ABABAB pattern</p> <p>Know how to use number names to ten</p> <p>Know how to begin to count small quantities accurately</p> <p>Know how to show understanding of simple comparisons - more</p> <p>Know how to give one more object when asked</p> <p>Know how to identify the shape of everyday objects</p>	<p>Know how to recite some number names in sequence</p> <p>Know how to show interest in and join in with number rhymes</p> <p>Know how to correct a simple pattern</p> <p>Know how to show understanding of simple comparisons - less</p> <p>Know how to take one object away when asked</p> <p>Know how to use informal language such as ‘stripy’ ‘pointy’ when sorting objects</p> <p>Know that the last number reached when counting objects is how many in total</p> <p>Know how to have fast recognition of three objects</p> <p>Know how to compare quantities</p>	<p>Know how to say one number name for each item in order to five</p> <p>Know how to link numerals and amounts</p> <p>Know how to show finger numbers up to five</p> <p>Know how to describe a sequence of events in order</p> <p>Know how to use mathematical language to describe shapes</p> <p>Know how to identify numerals in the environment</p> <p>Know how to represent numbers using marks</p>



# F1 Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me	Fantastic Festivals	Take One Picture	Come Outside!	Amazing Animals!	Splish Splash Splosh
Computing	<p><b>Computing</b></p> <p>Our aim is that children leave Pinewood:</p> <ul style="list-style-type: none"> <li>- having had their lessons brought to life through ICT</li> <li>- as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world</li> <li>- thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed</li> <li>- being able to confidently debug and solve problems</li> </ul>					
	<p><b>Know how to complete a simple program on an electronic device e.g. BeeBot, iPad etc with some support</b></p> <p><b>Know that care is needed when using technology</b></p> <p>SMART RULES:</p>	<p><b>Begin to know about everyday technology</b></p> <p><b>Know that care is needed when using technology</b></p> <p>SMART RULES</p>	<p><b>Know how to switch a range of digital devices (computer, iPad, toy) off and on</b></p> <p><b>Know that care is needed when using technology</b></p> <p>SMART RULES</p>	<p><b>Begin to know how to be able navigate their way around an iPad and operate a few simple apps</b></p> <p><b>Know that care is needed when using technology</b></p> <p>SMART RULES</p>	<p><b>Know how to switch a range of digital devices (computer, iPad, toy) off and on</b></p> <p><b>Know how to complete a simple program on an electronic device e.g. BeeBot, iPad etc with some support</b></p> <p><b>Know that care is needed when using technology</b></p> <p>SMART RULES</p>	<p><b>Begin to know how to be able navigate their way around an iPad and operate a few simple apps</b></p> <p><b>Know that care is needed when using technology</b></p> <p>SMART RULES</p>



# F1 Curriculum Plan 2025-2026



General Themes

General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical Me!	Fantastic Festivals!	Take One Picture	Come Outside!	Amazing Animals!	Splish, Splash, Splosh!
<b>Understanding the world</b>  Science links (Know and understand some important processes and changes in the natural world around them including the seasons: covered every term)	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	<h2>SCIENCE LINKS</h2>					
	<b>Know how to sing songs that relate to me body eg: head, shoulders knees and toes</b>  <b>Know how to talk about what I see and hear around me, using a wide vocabulary.</b>  <b>Know and notice features of objects in the environment</b>  <b>Know how to use all my senses in hands-on exploration of natural materials.</b>  <b>know the name of some living things that are within the immediate natural environment</b>	<b>Know that weather can change</b>  <b>Know how to ask questions about aspects of my familiar world such as the place where I live or the natural world.</b>  <b>Know how to be curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life</b>	<b>Know how to talk about some of the things I have observed such as plants, animals, natural and found objects.</b>  <b>Know how to talk about the differences between materials and changes I notice.</b>	<b>know how to care for living things and the environment</b>  <b>Know how to show care and concern for living things and the environment</b>  <b>Know how to plant seeds and care for growing plants</b>  <b>Know how to talk about some of the things I have observed such as plants, animals, natural and found objects.</b>	<b>Know that weather can change</b>  <b>Know how to talk about some of the things I have observed such as plants, animals, natural and found objects.</b>  <b>Know how to talk about what I see and hear around me, using a wide vocabulary.</b>	<b>Know how to ask questions about aspects of my familiar world such as the place where I live or the natural world.</b>  <b>Know how to be curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life</b>



# F1 Curriculum Plan 2025-2026

General Themes

General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical Me!	Fantastic Festivals!	Take One Picture	Come Outside!	Amazing Animals!	Splish, Splash, Splosh!
<p><b>Understanding the world</b></p>	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<h2 style="color: red;">HISTORY &amp; GEOGRAPHY LINKS</h2>						
<p>know about and discuss an event that happened 'before'</p> <p>know who is in their family and their place within it</p> <p>know about the lives of people who are familiar to them</p> <p>know and talk about significant events, from their own experience</p> <p>Know about what they were like when they were a baby</p> <p>I am interested in photographs of myself and familiar people and objects</p> <p>I am curious about people and show interest in stories about myself and my family</p> <p>Know that there are different occupations (Eg: fire fighters/nurse/police officers)</p> <p>Know where things belong in my environment e.g. where my bottle/coat/painting goes</p> <p>Know that we live in Arnold</p> <p>Know the name of different objects in their immediate environment</p>	<p>know and talk about significant events, from their own experience</p> <p>know about and discuss an event that happened 'before'</p> <p>know about the lives of people who are familiar to them</p> <p>Know how to pretend and imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea</p> <p>Know my friends have similarities and differences</p>	<p>I am interested in photographs of myself and familiar people and objects</p> <p>I am interested in photographs of myself and familiar people and objects</p> <p>Know where things belong in my environment e.g. where my bottle/coat/painting goes</p> <p>Know the name of different objects in their immediate environment</p> <p>Know about my immediate environment</p> <p>Know how to use simple positional language</p>	<p>Know that there are different occupations (Eg: fire fighters/nurse/police officers)</p> <p>know about and discuss an event that happened 'before'</p> <p>know and talk about significant events, from their own experience</p> <p>Know how to respect and care for the natural environment</p>	<p>know about and discuss an event that happened 'before'</p> <p>know and talk about significant events, from their own experience</p> <p>Know where things belong in my environment e.g. where my bottle/coat/painting goes</p> <p>Know the name of different objects in their immediate environment</p> <p>Know about my immediate environment</p>	<p>I am interested in photographs of myself and familiar people and objects</p> <p>know and talk about significant events, from their own experience</p> <p>Know about what they were like when they were a baby</p> <p>Know about places in and around school</p> <p>Know my friends have similarities and differences</p>	



# F1 Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>	Magical me!	Fantastic Festivals!	Take One Picture	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
<b>Expressive Arts and Design</b>  <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures,</i>  <i>Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>  <i>Ongoing: Know how to explore, use and refine a variety of artistic effects to express my ideas and feelings Know how to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</i> <i>Know how to join construction pieces together to build and balance</i> <i>Know how to choose the right resources to carry out a task/plan</i> <i>Know the different techniques for joining materials, such as using tape, glue</i> <i>Know how to make use of props and materials when role playing characters in narratives and stories.</i>	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<b><u>Drawing (including colour, patter, texture, line, form, space and shape)</u></b>  Know how to make marks to represent an object  Know how to represent a person with identifiable features  Know how to draw identifiable pictures  Know how to begin to use representation to communicate ideas explaining what has been drawn  know how to hold a pencil demonstrating, using a developmentally appropriate grip  Know how to use hands and objects to create a print with paint  <u>DT</u>  Know how to use various construction materials	<b><u>Painting</u></b>  Know and recognise colours  Know how to use a variety of tools to apply paint (brushes of different sizes, sponges and fingers)  <u>DT</u>  Know how to develop my own ideas and then decide which materials to use to express them  Know how to safely explore a variety of tools  Know how to wash hands	<b><u>The work of artists/designers</u></b>  Know what an artist is  I have been exposed to a range of different artists (Vincent Van Gogh)  Know how to use hands and objects to create a print with paint  Know how to draw identifiable pictures  <u>DT</u>  Know how to talk about what I am creating	<b><u>Printing</u></b>  Know how to use hands and objects to create a print with paint  <u>DT</u>  Know how to develop my own ideas and then decide which materials to use to express them	<b><u>Sculpture/3D form</u></b>  Know how to use various construction materials  Know how to use a rolling pin to alter the appearance of malleable materials  <u>DT</u>  Know how to develop my ideas about how to use them and what to make  Know which things move and which are non-moving	<b><u>Collage</u></b>  Know how to join different materials and explore different textures  Know the texture can be different between things  <u>DT</u>  Know how to develop my own ideas and then decide which materials to use to express them  Know some names of fruits and vegetables



# F1 Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me!	Fantastic Festivals!	Take One Picture	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
Music	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p><i>Singing happens daily and we use songs for everything! The hello and goodbye song, the weather song, days of the week song, phonics and math, to name a few!</i></p> <p><i>We regularly sing nursery rhymes and learn new songs links to our themes of learning</i></p> <p><i>Instruments are available to use every day in the outdoor area</i></p> <p><i>We have a whole school song of the week and we discuss the artists and how the song makes us feel</i></p>	<p><b>Know how to sing simple songs</b></p> <p><b>Know a repertoire of familiar songs</b></p> <p><b>Know how to remember and perform sequences and patterns of movements which are related to music and rhythm e.g. head, shoulders . . .</b></p>	<p><b>Know how to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs – listening to the pitch of others e.g. twinkle twinkle</b></p>	<p><b>Know a range of nursery rhymes off by heart</b></p> <p><b>Know how to create sounds to accompany stories (e.g. bear hunt)</b></p>	<p><b>know how to create sounds by rubbing, shaking, tapping, striking or blowing</b></p> <p><b>Know that musical instruments make a sound and that these can be explored quietly and loudly</b></p> <p><b>Know the way we play an instrument affects the sound it makes</b></p>	<p><b>Know how to move in response to music</b></p> <p><b>Know how to listen with increasing attention to sounds</b></p>	<p><b>Know how to copy a simple rhythm</b></p>