

Eaves Primary School FS2 Curriculum Map 2022-2023



Eaves Primary School- Early Years Foundation Stage Curriculum Map - Reception 2022-2023- SUMMARY DOCUMENT (Please contact EYFS Lead, Mrs Jennings for extended curriculum map and associated documentation)						
Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Adventurers & explorers	Family	Our World	A World of Make Believe	Growing & Minibeasts	Animals
PSED Personal, Social and Emotional Development	PATHS Fostering Positive Classroom Climate Circle Rules. Animal/ characters. Introduce Pupil of the Day - giving compliments. Basic Feelings Happy Feelings Sad Feelings Making friends Compliments Emotions Focus: Happy/ Sad	PATHS Basic Feelings Emotions Focus: Mad or Angry Emotions Focus: Scared or Afraid My feelings Pupil of the Day- giving compliments. Learning to verbalise and express emotion.	PATHS Self Control Introduce turtle strategy. Review of Technique. Emotions focus: Calm or relaxed	PATHS Sharing, Caring and Friendship Emotions Focus: Sharing and Caring Special Days. Advanced Compliments. Review of Feelings. Basic Problem Solving Making choices. Solving Problems. Solving Problems with friends.	PATHS Intermediate Feelings Emotions Focus: Comfortable and Uncomfortable. Different types of feelings: Excited Tired Frustrated Proud	PATHS Advanced Feelings Emotions Focus: Love Worried Disappointed Jealous Furious Guilty Generous Saying goodbye, ending and transitioning.
Physical Development Moving & Handling Health & Self Care	Fundamental Movement Skills. Attempt to run at different speeds, developing technique. Begin to link running and jumping movements with some control. Jump, leap, hop and choose which allows them to jump the furthest. Throw towards a target.	Fundamental Movement Skills. Show some control and balance when travelling at different speeds. Begin to show balance and co-ordination when changing direction. Use co-ordination with and without equipment.	Dance and Body Management. Dance Copy, remember and repeat actions. Choose actions for an idea. Body Management Perform balances, including making their body tense, stretched and curled. Take body weight on hands for short periods of time.	Dance and Body Management - Gymnastics. Dance Use changes of direction, speed and levels with guidance. Show some sense of dynamic and expressive qualities. Begin to use counts. Body Management Demonstrate poses and movements that challenge their flexibility. Remember, repeat and link simple actions together.	Fundamental Movement Skills Object Control. Drop and catch a ball after one bounce on the move. Move a ball using different parts of the foot. Throw and roll towards a target with some varying techniques. Run, stop and change direction with some balance and control.	Fundamental Movement Skills Object Control. Kick towards a stationary target. Catch a medium sized ball. Attempt to track balls and other equipment sent to them. Recognise space in relation to others. Begin to use simple tactics with guidance.

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Literacy Reading & Comprehension Communication and Language <i>Ongoing focus on building skills & vocabulary</i>	Reading Read and share books frequently- engage them actively in stories, non-fiction, rhymes and poems.	Reading Read and share books frequently- engage them actively in stories, non-fiction, rhymes and poems.	Reading Read and share books frequently- engage them actively in stories, non-fiction, rhymes and poems.	Reading Read and share books frequently- engage them actively in stories, non-fiction, rhymes and poems.	Reading Read and share books frequently- engage them actively in stories, non-fiction, rhymes and poems.	Reading Read and share books frequently- engage them actively in stories, non-fiction, rhymes and poems.
	Encourage children to develop their own narratives through play. Join in with repeated refrains to develop predictive skills. (Prediction) Listen attentively and respond appropriately when being read to. (Retrieve)	Encourage children to develop their own narratives through play. Join in with repeated refrains to develop predictive skills. (Prediction) Listen attentively and respond appropriately when being read to. (Retrieve)	Encourage children to develop their own narratives through play. Join in with repeated refrains to develop predictive skills. Anticipate key events in stories to develop predictive skills. (Prediction) Listen attentively and respond appropriately when being read to, during whole class and small group discussions. (Retrieve)	Ensure books are embedded into children's play and interests. Encourage children to develop their own narratives, role play and explanations through play. Anticipate key events in stories to develop predictive skills. (Prediction) Demonstrate understanding about what has been read by retelling stories, narratives. (Inference) The children will use their own words and props as well as recently introduced vocabulary. (Sequence) Listen attentively and respond appropriately when being read to, during whole class and small group discussions. (Retrieve)	Ensure books are embedded into children's play and interests. Encourage children to develop their own narratives, role play and explanations through play. Children will develop their sequencing skills. Anticipate key events in stories to develop predictive skills. (Prediction) Demonstrate understanding about what has been read by retelling stories, narratives. (Inference) The children will use their own words and props as well as recently introduced vocabulary. (Sequence) Listen attentively and respond appropriately when being read to, during whole class and small	Ensure books are embedded into children's play and interests. Encourage children to develop their own narratives, role play and explanations through play. Children will develop their sequencing skills. Anticipate key events in stories to develop predictive skills. (Prediction) Demonstrate understanding about what has been read by retelling stories, narratives. (Inference) The children will use their own words and props as well as recently introduced vocabulary. (Sequence) Listen attentively and respond appropriately when being read to, during

<p>Literacy Reading & Comprehension</p> <p>Communication and Language</p> <p><i>Ongoing focus on building skills & vocabulary</i></p>	<p>Vocabulary and Language Development Introduce Bump into words.</p> <p>Use and understand recently introduce vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</p>	<p>Vocabulary and Language Development Continue to develop bump into words.</p> <p>Provide children with opportunity to use new words repeatedly in a range of contexts.</p> <p>Use and understand recently introduce vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</p>	<p>Vocabulary and Language Development Bump into words.</p> <p>Provide children with opportunity to use new words repeatedly in a range of contexts.</p> <p>Build up vocabulary that reflects the breadth of the children’s experiences.</p> <p>Use and understand recently introduce vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</p>	<p>Vocabulary and Language Development Bump into words.</p> <p>Use and understand recently introduce vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</p> <p>Invite children to elaborate and become comfortable using a rich range of vocabulary and language structures.</p> <p>Encourage children to develop their own narratives, role play and explanations through play.</p>	<p>group discussions. (Retrieve)</p> <p>Vocabulary and Language Development Bump into words.</p> <p>Use and understand recently introduce vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</p> <p>Invite children to elaborate and become comfortable using a rich range of vocabulary and language structures.</p> <p>Encourage children to develop their own narratives, role play and explanations through play.</p>	<p>whole class and small group discussions. (Retrieve)</p> <p>Vocabulary and Language Development Bump into words.</p> <p>Use and understand recently introduce vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</p> <p>Invite children to elaborate and become comfortable using a rich range of vocabulary and language structures.</p> <p>Encourage children to develop their own narratives, role play and explanations through play.</p>
	RWI - Phonics	RWI - Phonics	RWI – Phonics	RWI – Phonics	RWI - Phonics	RWI - Phonics

SEE EYFS LEAD FOR EYFS READING SPINE AND CORE TEXTS

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Literacy Writing Communication and Language <i>Ongoing focus on building skills & vocabulary</i>	Transcription Children will be taught to blend and segment for writing. Children will represent the graphemes they learn as they write with meaning.	Transcription Children will be taught to blend and segment for writing. Children will represent the graphemes they learn as they write with meaning. Children will be taught to spell cvc words.	Transcription Children will be taught to blend and segment for writing. Children will be taught to spell words containing each of the 40+ phonemes. Children will represent the graphemes they learn as they write with meaning. Children will be taught to spell cvc words.	Transcription Children will be taught to blend and segment for writing. Children will be taught to spell words containing each of the 40+ phonemes. Children will represent the graphemes they learn as they write with meaning. Children will be taught to spell cvc words.	Transcription Children will be taught to blend and segment for writing. Children will be taught to spell words containing each of the 40+ phonemes. Children will represent the graphemes they learn as they write with meaning. Children will be taught to spell cvc words. Children will be taught to spell common exception words.	Transcription Children will be taught to blend and segment for writing. Children will be taught to spell words containing each of the 40+ phonemes. Children will represent the graphemes they learn as they write with meaning. Children will be taught to spell cvc words. Children will be taught to spell common exception words.
	Handwriting Children will give meaning to their marks as they draw, write and paint.	Handwriting Children will give meaning to their marks as they draw, write and paint. Children will use clearly identifiable letters to communicate meaning, representing sounds correctly and in sequence.	Handwriting Children will use clearly identifiable letters to communicate meaning, representing sounds correctly and in sequence.	Handwriting Children will use clearly identifiable letters to communicate meaning, representing sounds correctly and in sequence.	Handwriting Children will form their letters correctly, with consistency in form, size and positioning.	Handwriting Children will form their letters correctly, with consistency in form, size and positioning.
	Composition Children will write their own name and other things such as labels and captions.	Composition Children will write their own name and other things such as labels, captions and shopping lists.	Composition Children will attempt to write short sentences in meaningful contexts by initially saying out loud what they are going to write. Labels/ Postcard	Composition Composing a sentence orally before writing it. Knowing how to use finger spaces. Re-reading what they have written to check it makes sense. Diary/ Narrative	Composition Composing a sentence orally before writing it. Knowing how to use finger spaces, then capital letters and full stops. Re-reading what they have written to check it makes sense. Description/ Informational	Composition Composing a sentence orally before writing it. Knowing how to use finger spaces, then capital letters and full stops. Re-reading what they have written to check it makes sense. Lists/ Instructions

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Mathematics Number & Shape, Space and Measures	<p><u>Subitising</u> within 3</p> <p><u>Cardinality, ordinality and counting</u> – number rhymes, counting by using 1:1 correspondence</p> <p><u>Composition</u> – see that all numbers can be made of 1s</p> <p><u>Comparison</u> – more than & fewer than</p> <p><u>Shape, Space, Measure</u> – repeating patterns</p>	<p><u>Subitising</u> within 5</p> <p><u>Cardinality, ordinality and counting</u> - develop counting skills, explore the cardinality of 5, begin to recognise numerals, relating these to quantities they can subitise and count.</p> <p><u>Composition</u> – explore the concept of ‘wholes’ and ‘parts’</p> <p><u>Comparison</u> – use a range of strategies including subitising and matching</p> <p><u>Shape, Space, Measure</u> – Select, rotate and manipulate shapes to develop spatial reasoning skills</p>	<p><u>Subitising</u> within 5, exploring patterns & arrangements, small / sub groups & 1 more</p> <p><u>Cardinality, ordinality and counting</u> - develop verbal counting to 20 & beyond</p> <p><u>Composition</u> – develop object counting skills. Order numbers. Linking cardinal and ordinal representations of number</p> <p><u>Comparison</u> - compare sets by matching and identifying when equal</p> <p><u>Shape, Space, Measure</u> – Compare length / height</p>	<p><u>Subitising</u> – exploring symmetrical patterns (linking to doubles)</p> <p><u>Cardinality, ordinality and counting</u> - working with larger numbers within 10 & becoming more familiar with the counting pattern beyond 20</p> <p><u>Composition</u> – odd and even numbers, looking at the ‘shape’ of these numbers, begin to link even numbers to doubles begin to explore the composition of numbers within 10</p> <p><u>Comparison</u> – compare numbers, reasoning about which is more / fewer</p> <p><u>Shape, Space, Measure</u> – Compose and decompose shapes to recognise a shape can have other shapes within it (just like numbers can)</p>	<p><u>Subitising</u> structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</p> <p><u>Cardinality, ordinality and counting</u></p> <p><u>Composition</u> – explore the composition of 10</p> <p><u>Comparison</u> - order sets of objects, linking this to understanding of the ordinal number system.</p> <p><u>Shape, Space, Measure</u> – Compare weight</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p> <p><u>Shape, Space, Measure</u> – Compare capacity</p>

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Understanding the World The Natural World / Science	Humans Encourage children to look at photographs of different people and to describe them. Encourage children to describe their friends and family using photographs to help them. Encourage children to talk about how their friends and family are the same and different	Light Encourage children to talk about the shadows that they see inside and outdoors. Support children to identify the light source and the object that is making the shadow. Encourage children to ask questions about the shadows and rainbows that they see.	Materials, including changing materials. Encourage children to talk about the natural materials they explore, using their senses. Encourage children to talk about the materials they are using when making pictures. Support children to list the properties the material has.	Forces Encourage children to talk about how they changed objects to make them float or sink. Encourage children to count and record how small objects different 'boats' can hold before they sink. Encourage children to talk about how they changed how the cars rolled down ramps/gutters.	Living things and their habitats Encourage children to talk about the minibeasts they find. Support children to name the minibeasts they find. Encourage children to identify similarities and differences between the plants and animals they find in the surrounding natural environment and the contrasting one they visit.	Animals excluding humans Opportunities to learn about animals from a different habitat. Sharing books about animals in the local area and animals in other countries i.e. jungle, polar regions, desert, ocean. Matching animals to their habitats. Describing different habitats.
		Seasonal Change	Seasonal Change			Seasonal Change
Understanding the World People, Culture & Communities (including RE)	Special times: How and why do we celebrate? What times are special to different people and why?	Special times: How and why do we celebrate? What times are special to different people and why?	Special stories: Why are some stories special? What special messages can we learn from stories?	Special stories: Why are some stories special? What special messages can we learn from stories?	Special places: What buildings and places are special to different people? OR What is special about our world?	Special places: What buildings and places are special to different people? OR What is special about our world?

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Understanding the World People, Culture, Communities & The Natural World (including Geography)	Gateways to the world <i>Whereabouts in the world do real bears live?</i> Recognise some of the natural features of the environments in which bears live. Describe how the environment in which a polar bear lives is different from that of all other bears. Explore with the children the different types of environment in which bears live and which countries they would have to travel to in the world in order to see one in the wild.	Out and About Part 1 and 2 Exploring the school grounds. Identify features in the school grounds. Locate some of these on an outline map or plan. Know the difference between human features and physical or natural features of their surroundings. Recognise some features of the school grounds on a satellite photograph.	HISTORY SEE BELOW	Out and About Part 3 Introduce and develop geographical concepts, skills and vocabulary. Recognise land and sea on a map of the world and a globe. Know that the globe represents Earth or the World. Know that they live in a country called the United Kingdom. Recognise places around the school and in the locality on a satellite image Know that a symbol can represent a feature on a map.	HISTORY SEE BELOW	Gateways to the world Identify and describe some natural features of the Arctic. Identify some natural features of a desert. Recognise some features of cities. Talk about how deserts and cities compare with where they live. Talk about why rain is important for living things. Know what a drought is. Recognise some natural features of hot deserts. Know some natural features of the landscape of the Serengeti in Tanzania.

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Understanding the World History (Past & Present)	GEOGRAPHY SEE ABOVE	GEOGRAPHY SEE ABOVE	The King's Crown Significance of headwear. The Crown. Coronation. Historic Landmarks. Name some important historic landmarks in London. Know that London is the capital city of the United Kingdom. Understand why these places are called 'historic'. Crown Jewels and security.	GEOGRAPHY SEE ABOVE	Fire of London Recognise that the Great Fire of London occurred in the past. Recall one way that people helped to put the fire out. Identify some ways in which life for people at the time of the Great Fire of London was different from what it is now. Samuel Pepys Artefacts Fire Engines	GEOGRAPHY SEE ABOVE
Understanding the World Technology / Computing	Computer Discovery Children recognise that a range of technology is used in places such as home and schools. Mouse & Keyboard Skills	Early Programming Knows how to operate simple equipment. Give explanations. Mouse & Keyboard Skills	Digital Photos and Video Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for a particular purpose. Digital Literacy & Numeracy	Early Digital Music Explore how sounds can be changed. Explore different sounds of instruments. They select and use technology for a particular purpose. Represent own ideas through music.	Computer Discovery Children recognise that a range of technology is used in places such as home and schools. Understands that equipment needs to be used safely Interact with age appropriate computer software.	Digital Art & Design Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts them where necessary. Explores how colours can be changed. Chooses particularly colours to use for a purpose.

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Expressive Arts and Design Exploring and Using Media and Materials Being Imaginative (including DT)	Design, Making and Evaluating Recognise and discuss a range of technology that is used in different places such as shops, home and school. Select and use technology for a particular purpose.	Design, Making and Evaluating Understand the importance of a healthy diet. Talk about ways to keep healthy and safe.	Design, Making and Evaluating Safely use and explore a variety of materials, tools and techniques.	Design, Making and Evaluating Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form, function- being imaginative.	Design, Making and Evaluating Use what they have learnt about media and materials in original ways, thinking about uses and purposes.	Design, Making and Evaluating Understand the importance of a healthy diet. Talk about ways to keep healthy and safe.
	Developing, planning and communicating ideas. Select and name tools needed to work the materials i.e. scissors for paper.	Evaluating processes and products. Say what they like and do not like about items they have made and begin to say why. Start to talk about changes made during the making process.	Developing, planning and communicating ideas. Explain what they are making and which materials they are using. Select materials from a limited range that will meet a simple design criteria i.e. shiny.	Developing, planning and communicating ideas. Select and name tools needed to work the materials. Explore ideas be rearranging materials.	Developing, planning and communicating ideas. Describe simple models or drawings of intentions and ideas.	Developing, planning and communicating ideas. Discuss their work when in progress.
	Working with equipment, tools, materials and components. Begin to create their design using basic techniques.	Food and Nutrition Begin to develop a food vocabulary using taste, smell, texture and feel. Explore familiar food products e.g. fruits and vegetables. Begin to work safely and hygienically.	Working with equipment, tools, materials and components. Begin to create their design using basic techniques. Start to build structures, joining components together.	Working with equipment, tools, materials and components. Use technical vocabulary. Begin to use scissors to cut straight and curved edges and hole pinches to punch holes.	Working with equipment, tools, materials and components. Use adhesives to join materials, PVA, glue sticks.	Working with equipment, tools, materials and components. Use technical vocabulary.
	Evaluating processes and products. Say what they like and do not like about items they have made.		Evaluating processes and products. Begin to talk about their designs as they develop and identify +ve and -ve points.	Evaluating processes and products. Begin to talk about their designs as they develop and identify +ve and -ve points.	Evaluating processes and products. Start to talk about changes made during the making process.	Evaluating processes and products. Discuss how closely their finished product(s) match their original intention and design criteria.
						Food and Nutrition Start to think about the need for a variety of foods in a diet. Measure and weigh foods using non-statutory measures.



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Expressive Arts and Design Exploring and Using Media and Materials Being Imaginative (including Art)	DRAWING Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.	COLOUR Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. Explore techniques such as lightening and darkening paint without the use of black or white. Begin to show control over the types of marks made. Paint on different surfaces with a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.	TEXTURE Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures. Begin to understand how colours can link to moods and feelings in art.	EXPLORING SHAPE THROUGH PATTERN Produce an expanding range of patterns and textures. Use printmaking to create a repeating pattern.	FORM Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques, including painting. Use tools and equipment safely and in the correct way.	PRINTING INCLUDING COLOUR Explore Printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Experience impressed printing: e.g. printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief: e.g. String and card. Begin to identify forms of printing: Books, posters pictures, fabrics. Use printmaking to create a repeating pattern.
Expressive Arts and Design Exploring and Using Media and Materials Being Imaginative (including Music)	Charanga Me! and My Stories I can listen and respond to different styles of music. I can learn to sing or sing along with nursery rhymes and action songs. I can improvise with musical instruments.	Charanga Me! and My Stories I can listen and respond to different styles of music. I can learn to sing or sing along with nursery rhymes and action songs. I can improvise with musical instruments.	Charanga Everyone! and Our World I can use voices and instruments to create sounds to compliment the song I am listening to. I can explore and create using classroom instruments.	Charanga Everyone! and Our World I can use voices and instruments to create sounds to compliment the song I am listening to. I can explore and create using classroom instruments.	Charanga Big Bear Funk I can listen and appraise to funk music. I can learn to sing Big Bear Funk and revisit other nursery rhymes. I can play instruments within the song. I can share and perform the learning that has taken place.	Charanga Big Bear Funk I can listen and appraise to funk music. I can learn to sing Big Bear Funk and revisit other nursery rhymes. I can play instruments within the song. I can share and perform the learning that has taken place.

SEE EYFS LEAD FOR KEY VOCABULARY MATRIX