

EYFS Reception Long Term Planning 2021-2022

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Possible themes/interests/lines of enquiry	Settling in All about me Healthy Me Autumn	Autumn Celebrations-Bonfire Remembrance Diwali Christmas Pantomime Nativity-Christmas story Christmas in the past Christmas around the world	Winter Cold places and where WE live Bird watch RSPB Show and tell Fairtrade	Spring-growth Traditional tales Easter Life-cycles	Hot places and where WE live Minibeasts Planting	Summer You Choose Moving on-transition
Communication and Language	<p>Listening</p> <ul style="list-style-type: none"> -Understand how to listen carefully and why listening is important -Engage in story times -Listen during whole class situations, concentrating for a short period of time. <p>Speaking</p> <ul style="list-style-type: none"> -Use sentences 4-6 words -Use talk and gestures in their play with others <p>Understanding</p> <ul style="list-style-type: none"> -Follow simple instructions (1 step) 	<p>Listening</p> <ul style="list-style-type: none"> -Listen to and talk about stories to build familiarity and understanding -Listen to their peers during play situations <p>Speaking</p> <ul style="list-style-type: none"> -Develop social phrases-‘Can I play with you?’ ‘Please can I have a go after you?’ -Learn rhymes, songs and poems <p>Understanding</p> <ul style="list-style-type: none"> -Follow simple instructions (2 parts) 	<p>Listening</p> <ul style="list-style-type: none"> -Maintain listening and concentrations in a range of situations (e.g Assembly) -Listen carefully in a range of situations -Engage in non-fiction books -Listen to and talk about selected non-fiction books <p>Speaking</p> <ul style="list-style-type: none"> -Speak in front of the class about something they are interested in (show and tell) -Question their peers -Begin to speak in front of an audience (sharing assembly) <p>Understanding</p> <ul style="list-style-type: none"> -Maintain conversations with adults and peers, taking turns and taking into consideration what the other person has said 	<p>Listening</p> <ul style="list-style-type: none"> -Listen during whole class situations, concentrating for longer periods of time. <p>Speaking</p> <ul style="list-style-type: none"> -Use past tense correctly <p>Understanding</p> <ul style="list-style-type: none"> -Retell the story, once they have developed deep familiarity with it, some repetition and some own words -Use talk to work out problems and organise thinking and activities, and to explain how things work and why they might happen -Ask questions to find out more and to check understanding -Begin to understand questions such as who, why, when, where, how (related to familiar stories) 	<p>Listening</p> <ul style="list-style-type: none"> -Listen and shift focus whilst on a task <p>Speaking</p> <ul style="list-style-type: none"> -Describe events in some detail -Speak in well formed sentences <p>Understanding</p> <ul style="list-style-type: none"> -Articulate thoughts and ideas into well-formed sentences -Begin to understand humour -Understand questions such as who, why, when, where, how 	<p>Listening</p> <ul style="list-style-type: none"> -Listen and respond appropriately in a range of situations <p>Speaking</p> <ul style="list-style-type: none"> -Use past, present and future tenses in conversation -Connect one idea or action to another using a range of connectives-during conversations with peers and adults. -Speak confidently in a range of situations expressing their own thoughts and ideas. <p>Understanding</p> <ul style="list-style-type: none"> -Respond to what they hear with relevant comments and questions -Able to follow a story without pictures or props
		Learn new vocabulary and use new vocabulary through the day Learn new rhymes, songs and poems		Listen to stories Listen carefully to rhymes and songs, paying attention to how they sound		

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Personal, Social & Emotional	<p>Increasingly follow rules without an adult support, and understand why rules are important All about me (links to UW) -See themselves as a valuable individual -Begin to build constructive and respectful relationships</p> <p>Links to PSCE Physical health and well being Healthy Me -Begin to know and talk about different factors that support their overall health and wellbeing: -Physical activity -Healthy eating -Toothbrushing -Screen time -Sleep -Safe pedestrian Healthy Me is then spoken about throughout the year so children have an in-depth understanding</p>	<p>Links to PSCE-Identity, society & equality Increasingly follow rules without an adult support, and understand why rules are important -Start to share resources with other children -Choose where they would like to play independently -Continue to build constructive and respectful relationships</p> <p>Links to PSCE-Mental health and well being -Talk about feelings, recognise feelings both positive and negative read books that discuss different feelings.</p>	<p>-Express their feelings and consider the feelings of others -Manage their own needs (hygiene, toileting) -Seek out others to share play and experiences with -Can explain right from wrong</p> <p>Links to PSCE-Keeping safe and managing risk What is risk? What does that mean? What can we do if we do not feel safe at home, school, online?</p>	<p>-Begin to think about the perspectives of others -Can keep play going by sharing, listening, co-operating and taking into account others -Confident to try out new activities and experiences -Begin to understand that people might think and respond differently to them</p>	<p>-Can reflect on their own work and comment on others -Can talk about their own abilities -Begin to show persistence when faced with challenge</p> <p>Links to PSCE Physical health and well being Healthy Me -Staying safe in the sun</p>	<p>Links to PSCE-Identity, society and equality -See themselves as a valuable individual -Show resilience and perseverance in the face of challenge- reflection and self-evaluation -Identify and moderate their own feelings socially and emotionally –strategies for staying calm, talk to them about why we are patient, polite etc -Show sensitivity to own and others needs</p> <p>Links to PSCE- Careers and financial well being YOU CHOOSE Topic</p>
	<p>We plan and react to what the children need. If there are any particular issues such as sharing, friendship or issues we have noticed regarding safe guarding that the children are dealing with in the setting or at home, we would work on that area of need, either through stories or circle time to ensure we are reacting to what the cohort needs at that time.</p>					

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<p>Links to Islington PSCE Scheme of work ONGOING</p> <p>-Drug, alcohol & Tobacco (Y1-What goes into bodies, what shouldn't)</p> <p>-Keeping safe and managing risk (Y1-personal safety, safety in familiar settings, who can help) What is risk? What does that mean? What can we do if we do not feel safe at home, school, online?</p> <p>-Mental health and wellbeing Links to DM-PSED recognising and talking about feelings, who can help</p> <p>-Physical health and well-being Links to DM-PSED Physical activity, healthy eating, oral health, screen time, sleep, safe pedestrian</p> <p>-Careers & financial wellbeing (Y1- where money comes from, savings, jobs) Playing with money, shops, tills. Understanding things cost money and to take care of them. Job links in YOU CHOOSE topic</p> <p>-Identity, society & equality (Y1- what makes us special, responsibilities, co-operation) Links to DM- PSED rules and expectations at school, friendship and care of others, highlight children's interests and adults in class form good respectful relationships with the children</p>						
Physical Development	<p>Gross Motor Skills P.E FOCUS-Movement and special awareness in the hall, Sticky kids-exercise and instruction SPORTING INFLUENCE- Exercise and movement outside</p>	<p>Gross Motor Skills P.E FOCUS- Movement and special awareness in the hall, Apparatus sessions</p> <p>SPORTING INFLUENCE- Exercise and movement outside</p>	<p>Gross Motor Skills P.E FOCUS- Dance, Gymnastics</p> <p>SPORTING INFLUENCE -Exercise and movement outside, ball skills</p> <p>-Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming</p>	<p>Gross Motor Skills P.E FOCUS-Ball skills, Apparatus sessions</p> <p>SPORTING INFLUENCE Early games skills, Exercise and movement outside</p> <p>-Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>	<p>Gross Motor Skills P.E FOCUS-Early game skills, SPORTS DAY</p> <p>SPORTING INFLUENCE- Athletics outdoors, Exercise and movement outside</p> <p>-Combine different movements with ease and fluency</p>	<p>Gross Motor Skills P.E FOCUS- Athletics</p> <p>SPORTING INFLUENCE- Athletics outdoors, Exercise and movement outside</p> <p>-Confidently & safely use a range of large & small apparatus indoors & outdoors, alone & in a group</p> <p>-Develop overall body-strength, balance, co-ordination & agility</p>
	<p>-Develop skills needed to manage the school day such as lining up and mealtimes</p> <p>-Daily access to large outdoor space to run freely, climb, slide, build, use scooters, balls</p> <p>-Revise and refine the fundamental movements skills they have already acquired-rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>-Develop overall body strength, co-ordination, balance and agility needed to engage in future P.E</p>					

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	<p><u>Fine Motor Skills</u> -Show a preference for a dominant hand -Put on coat independently and try to do up buttons and zip independently -Use scissors with increasing control -Adult led-scissor skills, dough gym, large painting</p>	<p><u>Fine Motor Skills</u> -Develop small motor skills so that they can use a range of tools competently, safely and confidently -Develop finger strength within provision-colouring, scissor activities, craft and junk modelling, small construction, zips, buttons, painting -Children to independently access snack table and open fruit and put straw in milk independently -Encourage children to cut up their food independently- modelling the correct way to use knife and fork. -Adult led-scissor skills, dough gym, pencil grip-name writing Adult to encourage independent dressing during P.E</p>	<p><u>Fine Motor Skills</u> -Develop small motor skills so that they can use a range of tools competently, safely and confidently -Develop finger strength within provision-colouring, scissor activities, craft and junk modelling, small construction, zips, buttons, painting -Encourage a tripod grip for effective writing -Children to independently access snack table and open fruit and put straw in milk independently -Adult led- handwriting, scissor skills, pencil grip VC and CVC writing -Adult to encourage independent dressing during P.E sessions</p>	<p><u>Fine Motor Skills</u> -Develop small motor skills so that they can use a range of tools competently, safely and confidently -Develop finger strength within provision-colouring, scissor activities, craft and junk modelling, small construction, zips, buttons, painting -Encourage a tripod grip for effective writing -Adult led- handwriting, scissor skills, pencil grip VC and CVC writing -Adult to encourage independent dressing during P.E sessions</p>	<p><u>Fine Motor Skills</u> -Develop small motor skills so that they can use a range of tools competently, safely and confidently -Develop finger strength within provision-colouring, scissor activities, craft and junk modelling, small construction, zips, buttons, painting -Children to dress independently with little adult support</p>	<p><u>Fine Motor Skills</u> -Develop the foundations of a handwriting style -Develop small motor skills so that they can use a range of tools competently, safely and confidently</p>
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Literacy	Reading	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> -Engage in storytimes -Enjoy joining in with rhyme, songs and poems -Hold a book correctly and handle with care -Join in with a repeated phrase -Know text is written from left to write, top to bottom in English 	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> -Learn rhymes, songs and poems -Listen to and talk about stories to build familiarity and understanding -Engage in a conversation about their reading book, commenting on the illustrations and what is happening 	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> -Engage in non-fiction books -Listen to and talk about selected non-fiction -Know parts of a book-cover, contents, blurb -Begin to give an opinion about a book -Predict the ending of an unfamiliar book -Answer who, what, where, when questions about new and familiar texts -Play is influenced by books (Small world, Role play) 	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> -Retell the story, once they have developed deep familiarity with it, some repetition and some own words -Sequence a story using pictures and/or captions -Predict what might happen next -Show an opinion about a book and explain why -Play is influenced by an experience of books 	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> -Ask questions about books/stories to develop understanding -Show an opinion about a book and explain why -Play influenced by an experience of books using props and talk from the story 	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> -Play influenced by a range of books and making up and developing own stories. -Sequence longer stories- recalling main facts of the story (characters, setting, basic plot)
		<p><u>Word Reading</u></p> <ul style="list-style-type: none"> -Orally blend and segment 	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> -Read individual letters by saying the sound for them. -Blend sounds into words, so that they can read short words made up of known letter-sound correspondents. -Read a few common exception words matched to the school's phonic programme. -Re-read books to build up their confidence in word reading, fluency and enjoyment 	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> -Read individual letters by saying the sound for them. -Blend sounds into words, so that they can read short words made up of known letter-sound correspondents. -Read a few common exception words matched to the school's phonic programme. -Re-read books to build up their confidence in word reading, fluency and enjoyment 	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> -Read some letter groups that each represent one sound and say the sounds for them (ee, igh, ch etc) -Re-read books to build up their confidence in word reading, fluency and enjoyment 	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> -Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. -Re-read books to build up their confidence in word reading, fluency and enjoyment 	<p><u>Word Reading</u></p> <ul style="list-style-type: none"> -Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. -Re-read books to build up their confidence in word reading, fluency and enjoyment -Be confident in phonic phases 2,3,4

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Writing	<p><u>Transcription-spelling</u> -Mark making with purpose -Name writing from memory or copy from card</p> <p><u>Transcription-handwriting</u> -Children recognise that there is a correct way to form letters (focus during phonics) -Name writing formation</p> <p><u>Composition</u> -Use talk to organise thinking and activities (CL)</p> <p><u>Early emergent writing</u> -Engage in Mark Making with a purpose-drawing, symbols -Write name on their work from copying or memory</p> <p><u>Adult led writing</u> -Name writing-correct formation -Focused mark making (note pencil grip, dominant hand at this point)</p>	<p><u>Transcription-spelling</u> -Write name from memory -Orally spell CVC words</p> <p><u>Transcription-handwriting</u> -Children form letters from their name correctly -Shows dominant hand</p> <p><u>Composition</u> -Observe adults writing down thoughts/sentences they say out loud first</p> <p><u>Early emergent writing</u> -Copy adult writing behaviour -Use MM in their play to communicate meaning</p> <p><u>Adult led writing</u> -Name writing-check and encourage correct formation -Write initial sounds for some words during mark making</p>	<p><u>Transcription-spelling</u> -Spell VC and CVC words using Phase 2 graphemes</p> <p><u>Transcription-handwriting</u> -Write from left to right, top to bottom -Begin to form recognisable letters correctly</p> <p><u>Composition</u> -Orally compose a sentence and hold it in memory before attempting to write it</p> <p><u>Early emergent writing</u> -Use letters for initial sounds -Remember to form some letters correctly</p> <p><u>Adult led writing</u> -Handwriting groups using Little Wandle formation script -Hear and write more sounds in words</p>	<p><u>Transcription-spelling</u> -Spell VC and CVC words using Phase 2/3 graphemes and some tricky words</p> <p><u>Transcription-handwriting</u> -Holds a pencil correctly to form recognisable letters</p> <p><u>Composition</u> -Orally compose a sentence and hold it in memory before attempting to write it</p> <p><u>Early emergent writing</u> -Write words using phonic knowledge -Remember to form some letters correctly</p> <p><u>Adult led writing</u> -Handwriting -Talking tables to encourage story writing -Form CVC words and tricky words to begin to write captions</p>	<p><u>Transcription-spelling</u> -Write captions and short sentences with support -Try to spell unknown words using plausible phonic choices</p> <p><u>Transcription-handwriting</u> -Form many lower case letters correctly -Add a space between words</p> <p><u>Composition</u> -Write a simple sentence</p> <p><u>Early emergent writing</u> -Use writing in their play (with increasing thought to phonic knowledge)</p> <p><u>Adult led writing</u> -Handwriting (+capitals) -Writing short sentences with some support-reminders about finger spaces, formation</p>	<p><u>Transcription-spelling</u> -Write captions and short sentences independently using phonic knowledge</p> <p><u>Transcription-handwriting</u> -Form many lower case letters correctly and some capital letters -Use a pencil confidently to write letters which can be recognised by others</p> <p><u>Composition</u> -Write a simple narrative with some short sentences</p> <p><u>Early emergent writing</u> -Write simple captions and sentences -Write for different purposes (Role play, lists, instructions)</p> <p><u>Adult led writing</u> -Handwriting (+capitals) -Writing captions, sentences and stories independently-using phonic map if needed.</p>
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	Phonics	Little Wandle s a t p i n m d g o c k c k, e u r h b f l + TW	Little Wandle ff ll ss j v w x y z zz qu ch words with s end sh th ng nk words with s endings (hats) words with z ending (bags) +TW	Little Wandle ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff longer words +TW	Little Wandle Review Phase 3 Words with 2 or more digraphs longer words words ending in – ing compound words words with s in the middle /z/ s words ending –s words with – es at end /z/	Little Wandle short vowels CVCC,CCVC,CCVCC,CCCVC, CCCVC, longer words compound words root words ending in: –ing, – ed /t/, –ed /id/ /ed/, –ed /d/ longer words	Little Wandle long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending in –s, – es –s (z) root word ending in: –ing, – ed /t/, –ed /id/ /ed/, –ed /d/ longer words
Mathematics		Sing number songs and rhymes, using fingers to show an amount NUMBERBLOCKS NCTEM -Introduce numbers 1,2,3,4,5 -Comparing, counting -Counting with careful 1:1 correspondence -Adding one more	-2D and 3D shape work-shape vocabulary and recognition -Pattern NUMBERBLOCKS NCTEM -Subitising 1-5 -Number bonds to 5 -Comparing, counting -Introduce numbers 6, 7	-Explore weight, length and capacity NUMBERBLOCKS NCTEM -Introduce numbers 8,9,10 -Comparing and counting -Adding and subtracting 1 -Introduce odd/even -Partitioning into equal groups	-2D and 3D shape work-shape vocabulary and recognition -Pattern -Positional language (Bee Bots) -Counting larger numbers (introduce 100 square) NUMBERBLOCKS NCTEM -Counting larger numbers (introduce 100 square if ok) -Introduce part, part whole method -Introduce 0	-Explore weight, length and capacity -Counting larger numbers using 100 square NUMBERBLOCKS NCTEM -Comparing numbers to 10 -Addition and subtraction to 10 -Number bonds to 10	-2D and 3D shape work-shape vocabulary and recognition -Pattern -Counting larger numbers using 100 square NUMBERBLOCKS NCTEM -Comparing numbers to 10 -Addition and subtraction to 10 -Number bonds to 10
	-Count objects, actions and sounds -Compare numbers -Link the number symbol to its cardinal number value		-Count beyond 10 - Explore the composition of numbers to 10 -Understand one more/less		-Continue, copy and create repeating patterns -Compare length, weight and capacity -Select, rotate and manipulate shapes to develop spatial reasoning skills		
Understanding the	(Links to History NC)	-Talk about members of their immediate family and community -Make family trees and share in small groups	-Find out about key historical events such as Bonfire Night, Remembrance Day, Diwali, Christmas. Ask questions about these events, read and watch online stories to help with understanding. -Begin to comment on images of familiar situations in the past	-Name and describe people who are familiar to them -Talk to the class about past events in their lives during show and tell. Encourage the children to ask relevant questions -Little People Big Dreams-Ernest Shackleton	-Look at past pictures of the children-baby, toddler, child and comment about how much we have grown-timeline -Read stories based on children growing up-Once There Were Giants and The Growing Story	-Read Little People Big Dreams depending on the HOT country E.G-Evonne Goolagong Aus	-Talk about the lives of people around them and their roles in society. -During YOU CHOOSE topic discuss the type of jobs that are familiar to them -Little People Big Dreams of certain occupations
		-Compare and contrast characters from stories, including figures from the past. Read Little People Big Dreams in story time-Listen to what the children say about them. -During local walks visit the local castle. Comment on the ruin and why it looks like that					

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(Links to Geography NC)	<p>Talk about the immediate school environment, where things are in the school, the Road and Village the school is in. -Where do we live? Show on a local map -Begin to draw information from a simple map</p>	<p>-Begin to recognise some similarities and differences between life in this country and life in other countries -Read Christmas around the World and discuss what is the same and different in other countries. Use a map on the board to show where the countries are. -Dear Polar Bear story</p>	<p>-Recognise some environments that are different from the one in which they live E.G Arctic -Fairtrade-The World Came to My Place Today-Watch videos about food produced in different countries. Where does our food come from? -Notice different places on world map</p>	<p>-Learn to programme a Bee Bot to move along a grid map. Use positional language-up down, left right -Engage in map drawing in play, explore compasses and real maps</p>	<p>-Recognise some environments that are different from the one in which they live E.G Australia -Notice different places on world map</p>		
	(Links to Science NC)	<p>-Autumn walk around the village -Harvest-links to Church</p>	<p>-Explore the outdoors in Autumn-sweeping leaves and caring for our environment -Explore, play and craft with Autumn leaves, seeds, fruit and harvest veg -</p>	<p>-Explore the Winter weather and effects on the outdoors-play with and understand the processes and changes in snow and ice. -Winter walk around the village -Explore COLD places in the world-links to GEOG weather, animals, similarities and differences -Identify garden birds and learn about how we can feed and take care of them -Contribute to the RSPB birdwatch</p>	<p>-Signs of Spring- observe trees, plants and flowers, draw pictures, recognise and name basic parts -Life-cycles-observe in class (frogs/caterpillars) -Growing plants, beans, gardening outside</p>	<p>-Spring walk around the village -Explore HOT places in the world-links to GEOG weather, animals, similarities and differences</p>	<p>-Notice the Summer weather and effects on the outdoors and themselves (links to PSED-keeping safe in the sun)</p>
		<p>-Understand the effect of changing seasons on the natural world around them-Local walk every season to look at change, learning outdoors daily-comment on weather and seasonal changes -Enjoy and talk about books based on Seasons and weather -Describe what they see, hear, feel whilst outside -Explore the natural world around them -Make observations and drawing pictures of animals and plants -Understand some important processes and changes-melting ice, floating, sinking, shadows, magnets</p>					
	<p>-Recognise that people have different beliefs & celebrate special times in different ways-Diwali, Christmas, Chinese New Year LINKS TO R.E -Understand that some places are special to members of their community –Church visits throughout the Year, Diwali LINKS TO R.E</p>						
R.E	<p>Believing F1-Which stories are special and why?</p>	<p>Believing F2-Which people are special and why?</p>	<p>Expressing F3-Which places are special and why?</p>	<p>Expressing F4-Which times are special and why?</p>	<p>Living F5-Where do we belong?</p>	<p>Living F6-What is special about our world and why?</p>	

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Expressive Arts and Design	<p>KAPOW Music Unit- Exploring Sounds</p> <ul style="list-style-type: none"> -Vocal sounds -Body sounds -Instrumental sounds -Environmental sounds -Nature sounds <p>-Half termly sharing assemblies</p>	<p>KAPOW Music Unit- Celebration Music</p> <ul style="list-style-type: none"> -Diwali -Christmas music -Christmas action songs <p>-Nativity songs and performance</p> <p>-Half termly sharing assemblies</p>	<p>KAPOW Music Unit- Movement and Music</p> <ul style="list-style-type: none"> -Action songs -Finding a beat -Exploring tempo -Exploring tempo & pitch through dance -Music & movement performance <p>-Half termly sharing assemblies</p>	<p>KAPOW Music Unit- Music and stories</p> <ul style="list-style-type: none"> -Moving to music -Using instruments to represent characters -Story telling with actions -Using instruments to represent actions -Musical story composition -Musical story performance <p>-Half termly sharing assemblies</p>	<p>KAPOW Music Unit- Big Band</p> <ul style="list-style-type: none"> -What makes an instrument? -Introduction to Orchestra -Follow the beat -Tuned and untuned instruments -Big band performance <p>-Half termly sharing assemblies</p>	<p>Music, songs and performances and imaginative play linked to YOU CHOOSE topic</p> <p>-Half termly sharing assemblies</p>
	<ul style="list-style-type: none"> <li style="width: 33%;">-Develop story lines in their play making use of props & materials <li style="width: 33%;">-Remember and sing entire songs <li style="width: 33%;">-Explore, use and refine a variety of artistic effects to express ideas and feelings <li style="width: 33%;">-Enjoy learning new songs <li style="width: 33%;">-Create collaboratively, sharing ideas, resources and skills <li style="width: 33%;">-Colour mixing 					