

# St Peter's Primary School

## Excellence as Standard

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Legacy Learning</b>	<b>Building Relationships</b>					
	Stories by staff in our school community Performance to Y5 buddies	Inviting local care home residents to Nativity Christmas craft with Y5 buddies	Library visit	Community visitors talking about their jobs	Y5 buddies and other school staff to visit art gallery	Meeting Y1 staff
<b>Core Values</b>	<b>Belonging</b>		<b>Kindness</b>		<b>Friendship</b>	
<b>Big Theme</b>	<b>Journeys</b>		<b>To infinity and beyond</b>		<b>The great outdoors</b>	
<b>Sub Theme</b>	<b>Getting to know you</b>	<b>All around us</b>	<b>Space</b>	<b>Heroes</b>	<b>Birds</b>	<b>Come outside</b>
<b>Enrichment opportunities</b>	Harvesting in the conservation area	Local walk/posting a letter Christmas time/Nativity Remembrance day Children in Need	Chinese New Year LENT Library visit Space wow day	Easter time Mothers' day Visit to church Community visitors	Bird visit	Fathers' day Sports day Wild place school trip
<b>Parental links</b>	Story time visit Harvest service at school Phonics workshop	Christingle service at church Joining us on local walk	Joining us on library trip	Parents invited in to talk about their jobs Joining us on visit to church	Art gallery	Sport's day Joining us on school trip
<b>Communication and Language</b>	<b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? Rhyming and alliteration Familiar Print Sharing facts about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	<b>Tell me a story!</b> Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary. Introduce story squares	<b>Tell me why!</b> Using language well Asks how and why questions... Discovering Passions Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	<b>Talk it through!</b> Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Sustained focus when listening to a story	<b>What happened?</b> Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Weekend news Home/school book	<b>Time to share!</b> Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Weekend news Home/school book
<b>Vocabulary Mrs Wordsmith</b>		hungry, eat, creative, funny words	share, moody, calm, think words	laugh, kind, hurt, try, dream words	listen, friends, sad, shower, break words	shout, help, excited, urgent, explore words
<b>Personal, Social and Emotional Development</b>	Being me in my world (jigsaw)  New Beginnings Seeing themselves as a valuable individual.	Celebrating difference (jigsaw)  Getting on and falling out. How to deal with anger Emotions Self - Confidence	Dreams and goals (jigsaw)  Good to be me Feelings Learning about qualities and differences	Healthy me (jigsaw)  Relationships What makes a good friend? Looking After our Planet	Relationships (jigsaw)  Looking after others Dreams and Goals Show resilience and perseverance in the face of challenge.	Changing me (jigsaw)  Taking part in sports day - Winning and losing Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Transition to year 1
<b>Managing Self</b>	Class/School Rules and Routines Supporting children to build relationships	Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Discuss why we take turns, wait politely, and tidy up after ourselves and so on.	
<b>Self-regulation</b>	Dreams and Goals					

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<b>Physical Development</b>  <b>Fine Motor</b>	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. 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.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
	<b>Gross Motor</b>  Movement Concepts (PH Sports)  Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Functional Movement (PH Sports)  Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Scooter, wheelbarrows, prams and carts are all good options	Aesthetic Movement (PH Sports)  Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	Manipulative Skills (PH Sports)  Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Athletics (PH Sports)  Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Multi-Skills (PH Sports)  Races / team games involving gross motor movements dance related activities Gymnastics ./ Balance
<b>Maths</b>  <b>Mastering Number and White Rose</b>	<b>Getting to know you</b> Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.  <b>Subitising</b> Perceptually subitise within 3 Identify sub-groups in larger arrangements Create their own patterns for numbers within 4 Practise using their fingers to represent quantities which they can subitise Experience subitising in a range of contexts, including temporal patterns made by sounds.  <b>Cardinality, Ordinality and Counting</b> Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set Have a wide range of opportunities to develop their knowledge of the	<b>Subitising</b> Continue from first half-term Subitise within 5, perceptually and conceptually, depending on the arrangements.  <b>Cardinality, Ordinality and Counting</b> Continue to develop their counting skills Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand Begin to count beyond 5 Begin to recognise numerals, relating these to quantities they can subitise and count.  <b>Composition</b> Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot Explore the composition of numbers within 5. <b>Comparison</b>	<b>Subitising</b> Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part Experience patterns which show a small group and '1 more' Continue to match arrangements to finger patterns.  <b>Cardinality, Ordinality and Counting</b> Continue to develop verbal counting to 20 and beyond Continue to develop object counting skills, using a range of strategies to develop accuracy Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 Order numbers, linking cardinal and ordinal representations of	<b>Subitising</b> Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.  <b>Cardinality, Ordinality and Counting</b> Continue to consolidate their understanding of cardinality, working with larger numbers within 10 Become more familiar with the counting pattern beyond 20.  <b>Composition</b> Explore the composition of 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.  <b>Comparison</b> Compare numbers, reasoning about which is more, using both an understanding of the	<b>Subitising</b> Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 Be encouraged to identify when it is appropriate to count and when groups can be subitised.  <b>Cardinality, Ordinality and Counting</b> Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers Continue to develop confidence and accuracy in both verbal and	<b>Subitising Counting, Ordinality and Counting Composition Comparison</b>  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.  <b>Measure, shape and Spatial Thinking</b> Spatial reasoning (3) Visualise and build  <b>Measure, shape and Spatial Thinking</b> Spatial reasoning (4) Mapping

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	<p>counting sequence, including through rhyme and song Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting Have opportunities to develop an understanding that anything can be counted, including actions and sounds Explore a range of strategies which support accurate counting.</p> <p style="text-align: center;"><b>Composition</b></p> <p>See that all numbers can be made of 1s Compose their own collections within 4.</p> <p style="text-align: center;"><b>Comparison</b></p> <p>Understand that sets can be compared according to a range of attributes, including by their numerosity Use the language of comparison, including 'more than' and 'fewer than' Compare sets 'just by looking'.</p> <p style="text-align: center;"><b>Measure, shape and Spatial Thinking</b></p> <p>Compare size, mass and capacity Exploring pattern</p>	<p>Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p> <p style="text-align: center;"><b>Measure, shape and Spatial Thinking</b></p> <p>Shapes with 4 sides Pattern 2 Time</p>	<p>number.</p> <p style="text-align: center;"><b>Composition</b></p> <p>Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns Begin to see that numbers within 10 can be composed of '5 and a bit'.</p> <p style="text-align: center;"><b>Comparison</b></p> <p>Continue to compare sets using the language of comparison, and play games which involve comparing sets Continue to compare sets by matching, identifying when sets are equal Explore ways of making unequal sets equal.</p> <p style="text-align: center;"><b>Measure, shape and Spatial Thinking</b></p> <p>Length and height Time</p>	<p>'howmanyness' of a number, and its position in the number system.</p> <p style="text-align: center;"><b>Measure, shape and Spatial Thinking</b></p> <p>3d shape mass and capacity</p> <p style="text-align: center;"><b>Consolidation</b></p>	<p>object counting.</p> <p style="text-align: center;"><b>Composition</b></p> <p>Explore the composition of 10.</p> <p style="text-align: center;"><b>Comparison</b></p> <p>Order sets of objects, linking this to their understanding of the ordinal number system.</p> <p style="text-align: center;"><b>Measure, shape and Spatial Thinking</b></p> <p>Spatial reasoning (1)(2) Match, rotate, manipulate Compose and decompose</p>	
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<b>Literacy Comprehension</b>	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read	. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to L&S. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read Retelling of stories. Sequence story – use vocabulary of beginning, middle and end.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories. Stories from other cultures and traditions
	Phonics Letters and Sounds Phase 1/2	Phonics Letters and Sounds Phase 2/3	Phonics Letters and Sounds Phase 3	Phonics Letters and Sounds Phase 3 mastery	Phonics Letters and Sounds Phase 4	Phonics Letters and Sounds Phase 4 mastery
	<b>Writing</b>	<b>Texts as a Stimulus:</b> Hooray for Fish So Much!	<b>Texts as a Stimulus:</b> The Magic Paintbrush Malala	<b>Texts as a Stimulus:</b> Whatever Next! Meet the Planets First Big Book of Space	<b>Texts as a Stimulus:</b> Super Daisy Michael Recycle	<b>Texts as a Stimulus:</b> Lost and Found Owl Babies My First Book of Garden Birds
<b>Word reading</b>	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions, Lists, Diagrams, Messages	Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions and lists Help children identify the sound that is tricky to spell. Write letters home and to Santa Transcription	Writing phase 2 common exception words. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Non-fiction	Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions Recount – A trip to the church Retelling Story	Writing phase 3 common exception words. Retell the story in own words Writing recipes, lists. Writing for a purpose in own play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Instructions Non-fiction	Story writing, writing sentences using a range of common exception words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Retell the story in own words Write new version



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<b>Understanding the World</b>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Look at pictures of ourselves as babies and discuss how we have changed.</p> <p>Identify significant adults at school and their roles.</p> <p>Understand different groups that we belong to, class, school, football etc</p> <p>Navigating around our classroom and outdoor areas.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p>	<p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past.</p> <p>Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Create treasure hunts to find places/ objects within our learning environment.</p> <p>Trip to our local post box discuss what we will see on our journey and how we will get there.</p> <p>Discuss Remembrance day celebrations</p>	<p>Listening to stories and placing events in chronological order.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>Comparing places on Google Earth – how are they similar/different?</p> <p>Introduce the children to NASA and America.</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p> <p>Learn the names of different planets and find out facts about them.</p> <p>Explore shadows made by the sun and torchlight.</p> <p>Discuss Chinese New Year celebrations</p>	<p style="text-align: center;">Cooking</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p> <p>Take children to places of worship and places of local importance to the community.</p> <p>Introduce children to different occupations and what they do.</p> <p>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</p>	<p>Look at the difference between weather in this country and one other country. Encourage the children to make simple comparisons.</p> <p>Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Find out about how climate change is affecting the polar regions</p> <p>Explore the properties of ice and ways of making the ice melt quicker/not melt</p> <p>Find out about birds and what is special about them.</p>	<p>Watch caterpillars turn in butterflies</p> <p>Use Handa's Surprise to explore a different country.</p> <p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> <p>Can children make comments on the weather, culture, clothing, and housing?</p> <p>After close observation, draw pictures of the natural world, including animals and plants.</p> <p>Explore a range of mini-beasts. Learn their names and body parts.</p> <p>Making sense of different environments and habitats</p>
<b>RE</b>	Harvest	<b>Incarnation</b> Why do Christians perform nativity plays at Christmas?	Stories Jesus told	<b>Salvation</b> Why do Christians put a cross in an Easter garden?	<b>Creation</b> Why is the word 'God' so important to Christians?	

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<b>Expressive Arts and Design</b>	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Observational harvest pictures</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Listen to music and make their own dances in response.</p> <p>Clay pots</p> <p>Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations</p> <p>Role Play of The Nativity</p>	<p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Creating outer space pictures</p>	<p>Make different textures; make patterns using different colours</p> <p>Collage-using recycled items</p> <p>Pastel drawings, printing, patterns on Easter eggs</p> <p>Flowers-Sun flowers</p> <p>Mother's Day crafts Easter crafts</p> <p>Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough tiles</p>	<p>Encourage children to create their own music.</p> <p>Retelling familiar stories</p> <p>Provide children with a range of materials for children to construct with</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Watercolour birds</p>	<p>Learn a traditional African song and dance and perform it</p> <p>Exploration of other countries – dressing up in different costumes</p> <p>Arcimboldo art</p> <p>Placement art</p> <p>Using the outdoors to inspire pictures and models</p> <p>Exploring colour in nature.</p>
	<p><b>Charanga – Me!</b></p> <p>To listen and respond to different styles of music through talking about likes and dislikes</p> <p>To join in with nursery rhymes and action songs in unison</p> <p>To improvise using percussion instruments</p> <p>To clap/tap to the pulse of the music</p> <p>To copy and clap the rhythm of their name</p> <p>To explore and recognise high sounds and low sounds using voices and tuned percussion</p> <p>To share and perform learning that has taken place</p>	<p><b>Charanga – My Stories</b></p> <p>To find the pulse in different songs and show this through movement</p> <p>To know that the words of the songs can tell stories and paint pictures</p> <p>To improvise using percussion instruments</p> <p>To copy and clap the rhythm of short phrases from the songs</p> <p>To explore and recognise high pitch and low pitch using the context of the songs</p> <p>To play a pitched note in time with the pulse</p> <p>To share and perform learning that has taken place</p>	<p><b>Charanga – Everyone</b></p> <p>To listen and respond to different styles of music by moving to the music</p> <p>To know that songs have sections</p> <p>To copy and clap the rhythm of short phrases from the songs</p> <p>To keep the pulse of the music using a percussion instrument</p> <p>To distinguish between high pitch and low pitch and recognise high and low pitch using the context of the songs</p> <p>To share and perform learning that has taken place</p>	<p><b>Charanga – Our World</b></p> <p>To listen and respond to different styles of music by talking about how music makes us feel</p> <p>To improvise using percussion instruments</p> <p>To invent ways to find the pulse in different songs</p> <p>To copy and clap the rhythm of short phrases from the songs</p> <p>To explore and recognise high pitch and low pitch using the context of the songs</p> <p>To share and perform learning that has taken place</p>	<p><b>Charanga – Big Bear Funk</b></p> <p>To improvise using a range of different percussion instruments</p> <p>To invent ways to find the pulse in different songs</p> <p>To copy and clap the rhythms of 3 and 4 words phrases from the song</p> <p>To keep the pulse of the song with a pitched note</p> <p>To share and perform learning that has taken place</p>	<p><b>Charanga – Reflect, Rewind, Replay</b></p> <p>To perform a repertoire of songs and experiment with different ways of changing them.</p> <p>To identify a range of instruments in songs.</p> <p>To develop sense of 'pulse' and 'rhythm' and to define these terms.</p> <p>To define the term 'pitch' and respond by singing low/high notes.</p> <p>To perform music to others and give feedback.</p> <p>To be able to listen with concentration to a range of music, including classical, and express personal responses to each piece.</p>