

Homefields Primary School - Foundation Stage 2 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Themes	Traditional Stories & Rhymes	Dear Zoo Changing Seasons	The Little Red Hen Sailing the Seven Seas	Minibeasts and Growing	Castles	Superheroes
Core Books						
Supporting Texts	Goldy Luck and the Three Pandas The Chupacabra ate the Candelabra Little Red and the Very Hungry Lion	Mad About Mega Beasts The Big Book of Beasts	Little Red Hen Makes a Pizza The Pirate Handbook Pirates Go to School	The Very Greedy Bee Slug Life Mad About Minibeasts The Big Book of Bugs	The Castle that had Hiccups The Book of Mythical Beasts and Magical Creatures	Supertato Book Series Billy and the Beast Superbat
Experiences and Visitors	Teaching staff/ parents (Diwali)	Visit from Santa Christmas Performance	Pirate Day Teaching staff/ parents (Ramadan)	Pet Caterpillars	Potential trip to Bolsover Castle	Superhero Day
Celebrations and Events	Harvest Diwali Black History Month Halloween (half term)	Bonfire Night Remembrance Day Anti-Bullying Week Christmas Craft Event Christmas	Ramadan Eid al-Fitr Lunar New Year Safer Internet Day Mother's Day	Easter	Father's Day	Transition
Safeguarding Topic	Pantasaurus	Road Safety	Stranger Danger	Water Safety	Online Safety	Drugs Education

Prime Areas	Communication and Language	Listening, Attention & Understanding	<p>At our school, we recognise that communication and language development is a foundational aspect of learning, underpinning all seven areas of the Early Years Foundation Stage (EYFS). In line with Development Matters (2021), we aim to ensure that all children become confident communicators, capable of listening attentively, understanding spoken language, and expressing themselves effectively in a range of contexts.</p> <p>Over the course of the year, we provide a language-rich environment that fosters high-quality interactions, active listening, and meaningful conversation. Our continuous provision is carefully planned to give children regular opportunities to use and embed newly introduced vocabulary across all areas of learning. Enhancements to the provision are added in response to children’s needs and interests, ensuring that every child is supported in developing their communication and language skills at an appropriate level.</p> <p>Quality interactions between adults and children during free-flow play are central to our approach. Practitioners model and extend language through purposeful dialogue, encouraging children to express themselves clearly and confidently. Our role play area, which changes throughout the year, offers rich opportunities for imaginative play and expressive language. Themes are closely linked to the children’s interests and current learning, enabling them to rehearse and apply new vocabulary in meaningful contexts.</p>				
		Speaking	<p>Children take part in daily whole-class and small-group sessions designed to build their listening, attention, understanding, and speaking skills progressively. We explore a wide range of quality texts, including fiction, non-fiction, rhymes, and poetry, to expose children to ambitious vocabulary and varied sentence structures. Children are encouraged to retell familiar stories, create their own narratives, and express personal experiences using full sentences.</p> <p>To further support speaking and confidence, children have the opportunity to take home the class bear, documenting their experiences through drawings, photographs, and conversations with family members. Upon returning to school, they are encouraged to share their adventures with the bear with the rest of the class, developing their storytelling and presentation skills in a familiar, supportive environment.</p> <p>By the end of Reception, we aim for all children to: listen attentively and respond appropriately in a range of situations, hold conversations with peers and adults with back-and-forth exchanges, express their ideas and feelings using full sentences, with modelling and support from adults where needed.</p>				
		Voice 21					
		<p>We draw on the Voice 21 Oracy Framework to explicitly teach and model speaking and listening skills, ensuring that children are not only developing the ability to speak clearly and confidently but are also learning how to listen actively, express ideas thoughtfully, and engage in meaningful dialogue with others.</p>					
		“Learning to Listen”	“Talking Together”	“Remembering and Sharing”	“Thinking and Talking”	“Listening to Learn”	“Talking with Friends”
<ul style="list-style-type: none"> • Learn what good listening looks like • Begin to respond when someone is talking 	<ul style="list-style-type: none"> • Listen to other during small group play • Join in short conversations 	<ul style="list-style-type: none"> • Retell events and stories in order • Begin to recall facts or details from what they heard 	<ul style="list-style-type: none"> • Predict what might happen next • Begin to understand how others feel by listening to tone 	<ul style="list-style-type: none"> • Listen with focus to learn something new • Join in longer group discussions 	<ul style="list-style-type: none"> • Independently show listening • Engage in back-and-forth talk during play 		

Prime Areas Personal, Social and Emotional Development	Managing Self We support children in developing a positive attitude towards learning by teaching them to be resilient, reflective, and independent. Children are encouraged to persevere, explore different strategies, and learn from mistakes as part of their ongoing learning journey. We actively promote a growth mindset, introducing the concept of 'the learning pit' to help children understand that challenge is a valuable part of learning. Our core values of kindness, respect, and courage are introduced early in the year and embedded through modelling, discussion, and high expectations of behaviour. As children grow in confidence and independence, adults introduce 'star jobs'—learning tasks that the children are responsible for completing during the week. These promote self-motivation, responsibility, and a willingness to try new things. We also support children in developing independence in their personal hygiene and self-care routines, fostering a sense of ownership over their physical and emotional well-being. As part of this, we encourage children to recognise how they are feeling throughout the day using the Zones of Regulation framework. This helps them begin to understand how their emotional state can impact their ability to engage in learning and daily routines.				
	Self-Regulation Helping children to understand and manage their emotions is at the heart of our practice. We use the Zones of Regulation to support children in identifying, naming, and expressing their feelings, using the four colour-coded zones (blue, green, yellow, and red). This visual framework gives children the language and tools to talk about their emotions and to choose appropriate strategies to help them return to a state of calm and readiness for learning. We practise daily mindfulness activities, breathing exercises, and calming techniques to help children develop self-awareness and emotional control. These strategies are reinforced through regular adult interactions and real-life situations, enabling children to apply their learning in context. Strong, warm, and trusting relationships between adults and children provide the foundation for emotional safety. These relationships allow children to express themselves freely and learn how to recognise their own emotions, understand the feelings of others, and develop a sense of empathy and emotional resilience.				
	Building Relationships We provide rich opportunities for children to form positive relationships and develop the social skills needed to work and play cooperatively. From turn-taking games in the classroom to team-building experiences at forest school, children learn to listen, share, and collaborate with a range of peers. As part of our use of the Zones of Regulation, we help children understand that others may be in a different emotional zone to themselves, and that behaviours are often linked to how someone is feeling. This encourages empathy and sensitivity, as children begin to consider the needs and emotions of others and respond with kindness and understanding. Through adult modelling, story-based discussions, and real-life problem-solving, children learn to resolve conflicts, compromise, and show respect in their interactions. Over the course of the year, they develop a growing awareness of the social world around them and begin to form friendships based on trust, cooperation, and shared experiences.				
	<table border="1"> <tr> <td> Zones of Regulation Feelings and the Colour Zones <ul style="list-style-type: none"> Recognise and name basic emotions Emotional vocabulary: happy, sad, angry, tired, excited, etc Understand the four zones (blue, green, yellow and red) All feelings and colour zones are OK, but some help us learn better than others Children begin to identify which colour zone they are in </td> <td> Building Emotional Awareness <ul style="list-style-type: none"> Independently identify which colour zone you are in Deep understanding of each zone through stories and role play Encourage children to talk about why they are in a particular zone </td> <td> Introducing Simple Regulation Strategies <ul style="list-style-type: none"> Introduce calming strategies for yellow/red zones Create class "toolbox/ calm corner" Children use strategies with adult support and guidance </td> <td> Using the Strategies <ul style="list-style-type: none"> Support children choosing the tools that work best for them Link zones to social situations Encourage children to reflect on how they managed their emotions </td> <td> Applying the Zones in Social Situations <ul style="list-style-type: none"> Children consider how others may feel in different situations Collaborative problem solving Celebrate children's growing independence in recognising and managing their emotions </td> </tr> </table>	Zones of Regulation Feelings and the Colour Zones <ul style="list-style-type: none"> Recognise and name basic emotions Emotional vocabulary: happy, sad, angry, tired, excited, etc Understand the four zones (blue, green, yellow and red) All feelings and colour zones are OK, but some help us learn better than others Children begin to identify which colour zone they are in 	Building Emotional Awareness <ul style="list-style-type: none"> Independently identify which colour zone you are in Deep understanding of each zone through stories and role play Encourage children to talk about why they are in a particular zone 	Introducing Simple Regulation Strategies <ul style="list-style-type: none"> Introduce calming strategies for yellow/red zones Create class "toolbox/ calm corner" Children use strategies with adult support and guidance 	Using the Strategies <ul style="list-style-type: none"> Support children choosing the tools that work best for them Link zones to social situations Encourage children to reflect on how they managed their emotions
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Prime Areas	Physical Development	<p>"Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives." (Development Matters (2021))</p>						
		Gross Motor	<p>Within our continuous provision, children have regular access to a wide range of equipment designed to support the development of their gross motor skills. This includes climbing structures, large-scale construction materials such as milk crates and tyres, and a variety of P.E. resources like balls, hoops, and skipping ropes. These opportunities encourage children to build strength, coordination, and control in their movements through active play. Both indoors and outdoors, children also have the chance to listen to music and respond through movement, helping them explore rhythm, timing, and spatial awareness in a creative and engaging way.</p> <p>In addition, Forest School sessions further support the development of gross motor skills in a natural, challenging environment. Here, children learn to balance as they navigate uneven ground, coordinate movements while working together to transport logs and branches, and use their climbing skills to safely and confidently climb trees. These experiences promote physical development alongside teamwork, risk assessment, and problem-solving.</p>					
			<p>Yoga</p> <ul style="list-style-type: none"> Building overall body strength, coordination and balance 	<p>Gymnastic/ Circuits</p> <ul style="list-style-type: none"> Explore ways of moving and balancing on apparatus Use core strength to perform movements 	<p>Fundamental Movements</p> <ul style="list-style-type: none"> Move energetically, including running, jumping, hopping and skipping 	<p>Dance</p> <ul style="list-style-type: none"> Minibeast dances Move in time to music and show expression through movement Combine different movements with ease and fluency 	<p>Ball Skills</p> <ul style="list-style-type: none"> Throw, catch, kick and pass with some control Begin to aim for a target 	<p>Outdoor PE Games/ Athletics Healthy Living Week</p> <ul style="list-style-type: none"> Show increasing control in running, hopping, skipping and throwing Negotiate space and obstacles safely
			<p>Children have daily access to a wide range of fine motor activities, designed to strengthen their hand and finger muscles and improve control and dexterity. Activities include hole punching, 'tap it' boards, and using tools such as mallets and hand drills, which promote precision and strength. Alongside these practical skills, children regularly take part in handwriting preparation exercises such as Dough Disco, Peg Workouts, and Finger Rhymes/Gym. These activities develop coordination, rhythm, and muscle memory for writing. As each new sound is introduced in phonics, children explore the corresponding letter formation, with opportunities to revisit and embed this learning throughout the year. We work at each child's pace, ensuring they develop the confidence, accuracy, and control needed for early writing.</p>					
Fine Motor	<ul style="list-style-type: none"> Develop shoulder, arm, and wrist strength Build hand strength and dexterity Practise correct pencil grip and develop control Basic scissor skills (straight lines and shapes) Secure pre-writing shapes (vertical, horizontal, circles and crosses) Introduce letter formation rhymes for taught phonics sounds 	<ul style="list-style-type: none"> Explore using a variety of tools safely, developing confidence, competency and control Develop ability to use cutlery, competently, safely and confidently Scissor skills (curved lines and shapes) Hold pencil with increasing control using a tripod grip Rehearse and embed correct letter formation with reference to letter families 	<ul style="list-style-type: none"> Use a range of small tools with accuracy Choose appropriate tools for specific tasks Use scissors to cut more complex shapes (zig-zags, spirals, shapes within shapes) Develop foundations of a handwriting style which is a fast accurate and efficient (forming most letters correctly) 					

			The children learn and talk about the different factors that support their overall health and well-being, including regular physical activity, healthy eating and body and dental health. The children are given opportunities to explore, prepare and taste different foods. They also explore how to keep themselves safe and take reasonable risks, in the classroom, outdoor area and at Forest School.					
		Health and Self-Care	<ul style="list-style-type: none"> Hand hygiene Toileting independence Managing own belongings Using cutlery safely and correctly with support 	<ul style="list-style-type: none"> Revisit handwashing and why it prevents illnesses Developing independence in dressing for weather/outdoor learning (zips, buttons, hats, gloves). Increasing independence with cutlery use 	<ul style="list-style-type: none"> Developing independence in dressing for weather/outdoor learning (zips, buttons, hats, gloves). 	<ul style="list-style-type: none"> Safe and careful tool use (scissors, gardening tools, simple woodwork tools) 	<ul style="list-style-type: none"> Sun safety (sun cream, hats, staying hydrated) Dental health 	<ul style="list-style-type: none"> Why exercise is important for our bodies Balanced diet and making healthy food choices







Specific Areas	Literacy	Comprehension	We promote a love of reading through inviting book corners within our classrooms and visits to the enchanted library. We have daily story times and expose children to a rich variety of texts, including fiction, non-fiction and poetry.					
			<ul style="list-style-type: none"> Enjoy listening to familiar stories, rhymes, and songs. Join in with repeated refrains and actions. Begin to recall characters and events with support. Build listening and attention skills during story times. 	<ul style="list-style-type: none"> Retell simple stories using story language ("Once upon a time..."). Sequence key events in familiar stories with pictures or props. Begin to use story-related vocabulary in play. Ask and answer simple "who" and "what" questions. 	<ul style="list-style-type: none"> Make simple inferences about how a character feels. Talk about favourite parts of a story and why. Anticipate some key events in familiar stories. Answer simple "why" and "how" questions about a text. 	<ul style="list-style-type: none"> Retell stories in more detail, using their own words. Use connectives ("and then...", "because...") when talking about stories. Make links between different stories and experiences. Begin to talk about non-fiction texts and recall some facts. 	<ul style="list-style-type: none"> Retell whole stories with beginning, middle and end. Infer characters' thoughts, motives, or feelings with some evidence ("He was sad because..."). Make predictions in new and unfamiliar stories. Recall facts from non-fiction and talk about what they have learned. 	<ul style="list-style-type: none"> Confidently answer "who, what, where, why, how" questions about texts. Make thoughtful predictions about unfamiliar stories. Use and apply vocabulary from stories, rhymes, poems, and non-fiction in meaningful contexts.
			<p><u>Story Buddies</u> Retelling Rob – retell a simple story sequence with props or actions. Vocabulary Victor – learn new words from daily stories and rhymes.</p>	<p><u>Story Buddies</u> Retelling Rob – retell with actions, story maps, and puppets. Vocabulary Victor – use new vocabulary in role play and discussion.</p>	<p><u>Story Buddies</u> Inference Izzy – think about characters' feelings and motives. Predicting Polly – guess what might happen next in a story.</p>	<p><u>Story Buddies</u> Retelling Rob – retell with increasing detail. Vocabulary Victor – explore and apply new non-fiction vocabulary. Predicting Polly – discuss story endings or next events.</p>	<p><u>Story Buddies</u> Retelling Rob – retell fluently with expression. Inference Izzy – explain feelings and reasons. Predicting Polly – predict alternative endings or outcomes. Vocabulary Victor – use rich story vocabulary in discussions and play.</p>	

Specific Areas	Literacy	Word Reading & Phonics	The children participate in daily phonics sessions following the Essential Letters and Sounds (ELS) scheme. The provision provides opportunities for the children to rehearse and apply their phonic knowledge through inviting book corners and opportunities for the children to be 'tiny teachers'.					
			<ul style="list-style-type: none"> Oral blending Initial sounds Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) 12 new harder to read and spell (HRS) words 	<ul style="list-style-type: none"> Oral blending Sounding out and blending with 29 new GPCs 32 new HRS words Revision of Phase 2 <p>Read words consistent with their phonic knowledge by sound blending, including words containing digraphs</p>	<ul style="list-style-type: none"> Oral blending Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc Suffixes Revision of Phase 2 and Phase 3 	<ul style="list-style-type: none"> Introduction to Phase 5 for reading 20 new GPCs 16 new HRS words 	Read & understand simple sentences that are consistent with their phonics knowledge	
		The continuous provision provides opportunities for children to rehearse their writing skills within their play. To start with this may be simple mark making of shapes and lines to develop their pencil control and throughout the year, the children gain the knowledge and skills to write letters, words, simple phrases and sentences that can be read by themselves and others. We also introduce the children to 'Drawing Club', where the children explore the magic of stories and use their imagination to mark make, draw and write.						
		Writing	Mark making <ul style="list-style-type: none"> pre-writing shapes and giving meaning to marks made Name Writing <ul style="list-style-type: none"> learning to write letters in name accurately Lists (initial sounds) <ul style="list-style-type: none"> using print and letter knowledge to write a shopping list 	Labels <ul style="list-style-type: none"> CVC words using known GPC to label zoo animals home corner shopping lists Captions <ul style="list-style-type: none"> short captions using sentence stems – introduce spaces between words 	Recipe (2/3 word captions) <ul style="list-style-type: none"> pirate stew recipes using numbers and descriptive language Sentence writing <ul style="list-style-type: none"> wanted posters describing the pirate using sentence stems introduce using capital letters and full stops 	Information Writing <ul style="list-style-type: none"> writing sentences about different minibests beginning to use capital letters and full stops with reminders 	Character descriptions (mythical creatures) <ul style="list-style-type: none"> writing sentences to describe features of mythical creature, beginning to use capital letters and full stops with reminder 	Letter writing Story writing?
<u>Sentence starters</u> I am...	<u>Sentence starters</u> It is a... I can see...		<u>Sentence starters</u> He/ she is... He/ she has...	<u>Sentence starters</u> It is... It has... and... I found a...	<u>Sentence starters</u> Once upon a time... My creature has/ can...	<u>Sentence starters</u> I can help... I will save... My power is...		

	Mathematics	Number, Number Patterns, Space, Shape and Measure	The children take part in daily maths sessions, which involve maths with a purpose, covering all aspects of the curriculum. White Rose Maths is used as a supporting resource for the coverage and teaching of maths. The continuous provision provides opportunities for the children to rehearse their learning, create and solve their own mathematical problems and develop a deep understanding of number, noticing the patterns within.				
			<ul style="list-style-type: none"> Match, sort and compare Talk about measure and patterns It's me 1, 2, 3! 	<ul style="list-style-type: none"> Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides 	<ul style="list-style-type: none"> Alive in 5 Mass and capacity Growing 6, 7, 8 Length, height and time 	<ul style="list-style-type: none"> Length, height and time (continued) Building 9 and 10 Explore 3D shapes 	<ul style="list-style-type: none"> To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping

Specific Areas	Understanding the World	Past and Present	Special People – making sense of own life-story and family (drawing family pictures)	Remembrance Day – story of why we celebrate	Know similarities and differences between things now and in the past (process of bread/ flour making) Compare and contrast characters and figures from the past (pirates)		Comparing life in castles in the past to our lives now Comparing and contrasting figures from the past	
		People, Culture and Communities	Special People – exploring families Harvest Festival – helping the community (Homefield's Heart)	Exploring occupations through role play – zoo keepers, vets,	Draw information from a simple map (pirate maps)	Describing our environment (outdoors and minibeast habitats)	Exploring castles in different countries – how do these structures differ?	Talk about live of people around us and roles in society – in particular police when exploring superheroes and villains.
		RE (Derbyshire and Derby agreed syllabus 2020-2025)	Which times are special and why? – this key question will be revisited throughout the year in the context of different celebrations and festivals from different religions. This will include Christmas, Diwali, Easter, Ramadan, Eid and Lunar New Year and well as non-religious celebrations such as birthdays and other relevant events.					
		Where do we belong?	Which people are special and why?	Which stories are special and why?	What is special about our world?	Which places are special and why?	What times are special and why?	

Specific Areas	Understanding the World	The Natural World	Our children have continuous access to the outdoors, where they explore the natural world around them independently and through adult guided activities. The children are able to ask questions and use resources to make observations and investigate. This allows them to gain an understanding of how things work and develop the foundations of working scientifically. Throughout the year, we discuss both changes in weather and the seasons. Furthermore, all children experience Forest School sessions in our forestry area (on site), in which they are able to freely explore the woodland environment and learn additional outdoor learning skills.					
			Weather changes and Seasons - Autumn	Animal Habitats – exploring contrasting environments Weather changes and Seasons - Winter	Exploring changing states of matter - bread making Weather changes and Seasons – Winter Understanding important processes - Floating and Sinking	Exploring natural world around them, making observations and drawing (habitats, Minibeast Identification) Understanding in changes the natural world (life cycles and plants growing) British Science Week!	Understanding changes in the natural world (plants growing) Contrasting environments – home and castle	Lego Zipwire Challenge – exploring forces and working scientifically
		Technology and Online Safety	Technology has become such an integral part of everyday life as we know it and provides endless positive learning opportunities. The children have access to a variety of technology to enhance and apply their learning and develop their problem-solving skills. Children also take part in discussions about how to stay safe online.					
			Communicate Use simple software to create marks/ artwork (2paint)	Collect Begin to record information with adult support (2 collect – favourite animals)		Code Explore simple programming with adult support (Bee-bots)	Connect Learn that information can be shared online (website and class dojo) Safety around technology	Collect Begin to record information with adult support (2 collect – favourite superheroes)
		Copyright and Ownership I know work I create belongs to me and can name it	Self-image and Identity I know I can say no and know who to ask for help.	Managing Online Information I know I can use the internet to find out information	Privacy and Security What is personal information and who can I trust? Online Relationships How do we communicate using technology?	Health, Wellbeing and Lifestyle I know ways to keep safe and healthy when using technology		

Specific Areas	Expressive Arts and Design	Creating with Materials	<p>Throughout the year, children are given rich opportunities to explore, develop, and refine their creative skills. A balance of adult-directed and child-initiated activities allows them to learn new techniques while also applying these independently in their own creations. They have continuous access to a wide range of open-ended resources, such as mark-making tools, junk modelling, and construction materials, which encourage experimentation and imagination. Adults further support this process by inviting children to share and discuss their work, reflect on the methods they used, and evaluate their creations, fostering both creativity and critical thinking.</p>					
			<ul style="list-style-type: none"> Join different materials - billy goats bridges Drawing with increasing detail (self – portrait & family pictures) Show different emotions in drawings (3 bears emotion paintings) Collaborative artwork (exploring colour mixing and collaging) 	<ul style="list-style-type: none"> Exploring different artistic effects and ways of using materials – junk modelling zoo animals (fringing, attaching, collaging, colour washing) 	<ul style="list-style-type: none"> Exploring different artistic effects and materials Food – making bread and spreading butter/jam 	<ul style="list-style-type: none"> Return to and build on their previous learning using skills to make different minibeasts with a partner (creating collaboratively) 	<ul style="list-style-type: none"> Making castles - Safety use and explore a variety of materials, tool and techniques, experimenting with colour, design, form and function – return to and build on, refining ideas 	<ul style="list-style-type: none"> Make use of props and materials when role playing characters – superhero costume making Explore textiles – superhero capes Superhero vehicles – using outdoor bikes and cardboard
		Artists and Artwork Explored	<p>Aspen Trees</p>  <p>Large art work (creating collaboratively) Tearing Paper Collage</p>	<p>Henri Rousseau – Tiger in a Tropical Storm</p>  <p>Colour wash, drawing with detail and layering materials (collage)</p>	<p>J. Vincent Scarpace</p>  <p>Painting and printing with different tools</p>	<p>Van Gogh</p>  <p>Painting with Texture – Adding Sand</p>	<p>Paul Klee - Castles in the Sun</p>  <p>Printing</p>	<p>Sky scape artwork</p>  <p>Applying skills learned over the year (e.g. colour wash, layering/ collaging, printing and attaching)</p>

Specific Areas	Expressive Arts and Design	Role Play within the Continuous Provision					
		Role play areas are planned to link with topics, however staff are considerate of children's interests and may adapt and change these areas within each half term, to meet the needs and interests of the children. Within the home corner, enhancements will be carefully thought out to mirror the culture and celebrations of the class					
		Home corner	Home corner	Sea Seekers role play	Minibeast investigation Flower shop	Castle role play	Superhero head quarters
	Being Imaginative and Expressive	<ul style="list-style-type: none"> Introduces storyline into their play (small world and role play modelled) Instruments and music within the continuous provision Simple clapping rhythms (e.g. trip trap trip trap – Billy Goats Gruff) 	Christmas Performance <ul style="list-style-type: none"> Sing in a group or on their own increasingly matching pitch and melody 	Pirate Stew Chants <ul style="list-style-type: none"> Explore and engage in music making 	Minibeast dancing <ul style="list-style-type: none"> Explore and engage in dance solo and in groups Describing music (fast, slow, happy, sad, loud, quiet) 	Medieval Dancing <ul style="list-style-type: none"> Move in time to music and listening to music from the past Music opportunities in the continuous provision for children to explore and compose 	Supertato Band <ul style="list-style-type: none"> Children compose, transcribe and perform music using supertato characters Invent, recount and adapt narratives in their play Music opportunities in the continuous provision for children to explore and compose
	Music Skills and Themes	Pulse	Tempo Dynamics	Rhythm Pitch	Rhythm Tempo	Composing	Composing and transcribing