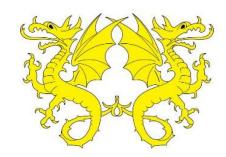




#### Pirates Ahoy!

	A focus on the ELG'S:
Purpose of Learning Journey:	History/Geography/Science/Outdoor learning Focus (Understanding the World) Past & Present: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. To know what a pirate is and talk about their historical/fictional characters. To know what a pirate is and talk about their historical/fictional characters. To identify a story setting and characters. To be able to name and talk about a real pirate from history.  People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Begin to know how to read a simple map of our local site To use directional and positional language Be willing to try new activities (orienteering) and work cooperatively To name some 'special features' of the church e.g. alter, stained glass windows, bell tower etc.  The natural world: Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  To be able to name and identify a daisy, buttercup, dandelion, clover, and revisit tree leaf identification.  To be able to identify and draw a plant or animal spotted on the school site To know what float' and 'sink' mean and to name some objects that float and some that sink.  To know that 'float' and 'sink' mean and to name some objects that float and some that sink.  To know the reading of 'freeze' and 'melt'  Art  (Expressive Arts and Design)  Share their creations, explain the process they have used.  To draw from observation  To make a 'seasonal' picture of their choice
Links to Prior Knowledge:	Children will revisit exploration of the school site and map work from Spring 1 'We're Going on a Bear Hunt' and revisit the concept of seasons — comparing how our school grounds have changed.
Links for Relevance and Currency:	Map skills, team work, exploring our school environment, comparing living conditions from then to now.
Immersion Event / Activity:	Orienteering — a pirate treasure hunt, and plenty of pirate stories shared in class.
Celebration of Learning:	Each child will make their own illustrated book.
English Links:	Write a pirate story — 'Write simple phrases and sentences that can be read by others'
Maths Links:	Sharing, halving, doubling — linked to pirate treasure. Co-ordinates — linked to pirate maps/orienteering.

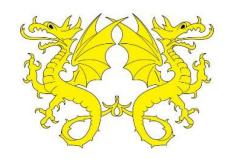
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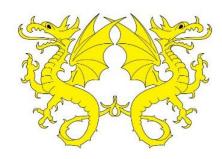
Outdoor Learning	Communication and Language (CL)	Personal, Social, Emotional Development (PSED)	Physical Development (PD)			
<u>Literacy</u>	<u>Maths</u>	Understanding of the World	Expressive Arts and Design (UW)			
Indoor P	rovision	Outdoor Provision				

	น	Development						Links to Curriculum Drivers					
Subject	Lesson	Matters (Key Knowledge or Skill)	Knowledge and Skills embedded throu	gh:		Outcomes	Values	Outdoor Learning	P4C	Global / Rights TASC			
Outdoor Learning	1	UW: Describe what they see, hear and feel whilst outside  ELG: Make observations and draw pictures of animals and plants	Remind children of our school expectations. Safe, Ready, Respectful.  Reflect on the recent warm weather — elicit from the children what Season we are heading into and how this affects the environment around us. Read the June poem to the children — what do they like about it? What do the children enjoy about being out in the sunshine?  Introduce the nature hunt — explain that we need to think like scientists and record the florna and fauna that we can see in our school grounds. Share the specific plants/flowers we are looking for — teach any new vocabulary: Children to work in pairs to find and identify objects on the nature's walk. While out in the grounds, remind children about respecting our environment and how special it is to have all this greenery around us - the importance of protecting the homes and environment of insects.  Choose an item from the scavenger hunt to draw — explain that it must be from observation — model this — closely looking at what you are drawing. Return to the classroom and create a summer picture based on some of the things we spotted.	Resources  Scavenger hunt Pencils Clipboards Trolley	Vocabulary  Daisy Buttercup Dandelion clock Elder	Children will be able to identify and name:  Children will observe and draw a natural picture.  Children will talk about what they have drawn and why.  Children will articulate how the school site has changed compared to last year (season).		✓		~			
	2	UW: Draw information from a simple map.  ELG: Describe their immediate environment using maps	Elicit from the children what pirates need to find treasure — maps! Show children google maps and zoom in on Sheffield, Dore and School — can children identify particular places on the school site. Teach bird's eye view — why is it called this?  Explain that we will be going on a treasure hunt (orienteering). Take the children onto the field and explain how it works — working in teams, children will be learning how to read a map in their immediate environment. Give the children a final clue to find the 'treasure' at the end. Children to enjoy a treat at the end of the orienteering.  On return to the classroom, give children the opportunity to draw and make their own treasure maps.	Resources Orienteering equipment 'treasure'	Vocabulary  Orienteering Bird eye view Positional and directional language: over, under through, next to behind, on top, up, down around	Children will be able to draw meaning from a map and work together to solve the puzzle.							



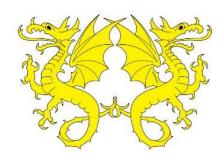


3	PD: Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  ELG: Use a range of tools	Look at some pirate flags using images from books on the flipchart — talk to children about the history of flags — what purpose do they serve?  Explain that we are going to make our own pirate flag using a bit of magic! Show children the technique using the hammer, leaves and cotton. TOOL TALK — ensure children listen to the safety rules.  Take children outside for free play and challenge them to build a pirate ship to play in and a 'walk the plank' — take small groups of children to make a natures pirate flag (using a sheet of cotton, natural materials — leaves, flowers — and hammers).  Another group to do tree bark rubbings to use on their treasure boxes for next week.  Another group to do observational drawings.	Resources  Sheet of cotton Hammers Natural objects (leaves or different colours)  Paper and crayons for tree bark rubbings  Drawing equipment	Vocabulary  Hammer Gently Tap Release Stain Design Transfer Pigment Bark Rub Texture Rough Smooth	All children will have the opportunity to use a hammer to release the colour from natural objects that will transfer onto the sheet of cotton to make a flag.		
4	UW: Describe what they see, hear and feel whilst outside  ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.	Read the children a pirate story — describe the treasure chest and what kind of things might be inside. Children to collect their own treasure chests (that they have already made).  Take children on a walk around the school grounds. Challenge children to fill their treasure chests with 'natures treasure' elicit what this could be? Give children a set of criteria: e.g. something green, something delicate, something roughread the criteria with the children using our phonetic knowledge.  Children to explore freely before gathering together under the oak tree. Share with each other what they have found and why they chose it. Revisit observational drawing using different materials e.g. oil pastels.	Resources  Egg boxes Paper and clipboards Oil pastels	Vocabulary  Smooth Rough Shiny Soft Delicate Pointy	Children will be able to name and describe their 'treasure' using the new vocabulary taught.		
5	EAD: Return to and build on their previous learning, refining ideas and developing their ability to represent them.  ELG: Use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture. Share their creations, explaining the process they have used.	Look at examples of pirate medallions. Explain the history/ meaning behind them. Explain that we are going to be using our artistic skills to make our own medallions using clay.  Look at some examples together and discuss designs and pattern. Revisit vocabulary: spiral, pattern, repeating.  Children to use their fine motor skills to squash the clay into a circular shape. Children can use seeds, leaves, petals, berries to push into the clay to make their own designs.  Push a hole through the clay and attach to string. Leave to dry.	Resources  Clay and tools Seeds, petals, leaves, twigs etc. String Examples from books	Vocabulary  Clay Mould Shape Circle Spiral Pattern Texture	Children will have the opportunity to design and make their own medallion, using their fine motor skills and creative ideas.		





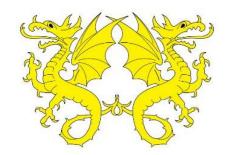
	6	ELG: perform songs, rhymes, poems and stories with others	A celebration of FS2 and the children's pirat around the camp fire — children to share the marshmallows. Parachute games	
	7		Methodology: SPICES  Social – supporting others, working collabor esteem, sharing and turn taking, understand reality and imaginary play (able to have fun ability to cope with others using and adapting Physical – movement, gross motor skills, fine muscle groups.  Intellectual – story telling vocabulary, design imagination, decision making, thinking skills, Communication – creative expression, decision skills, storytelling, vocabulary, non-verbal content in the story telling points of view respectively. Self-esteem, empathy and respect of others self-esteem, empathy and respect of others sexcitement, perseverance, imagination, dealing the shilling to cope with others adapting their id Spiritual – beauty of nature, individual points ethos.	ding the difference between n), decision making, negotiation, ing their stories/ideas. ne motor skills, using different  gn and building of structures, s, problem solving, independence. ion making, eye contact, listening communication. cted, sense of achievement raises stories, creative expression, ling with emotions through play. deas and story.
Communication and Language		<ul> <li>Learn new vocabulary.</li> <li>Use new vocabulary the</li> <li>Ask questions to find or been said to them.</li> <li>Articulate their ideas are</li> <li>Connect one idea or ace</li> <li>Describe events in some</li> <li>Use talk to help work or</li> </ul>	nd thoughts in well-formed sentences. tion to another using a range of connectives. e detail. ut problems and organise thinking and activities, ngs work and why they might happen.	<ul> <li>Carpet sessions – use of "Think Pair Share".</li> <li>Conversations with adults in the provision and elsewhere throughout the day.</li> <li>Model high quality language.</li> <li>New vocabulary is recognised and taught explicitly with the children.</li> <li>"Ready, Safe, Respectful" Carpet Rules</li> <li>Refer to class charter.</li> <li>Storytime every day. Post Incident Learning opportunities.</li> </ul>
PSED	1 2	<ul> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> </ul>	Orienteering: Show resilience and perseveran	nce in the face of challenge.





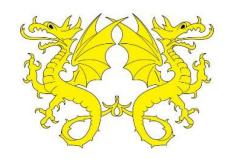


	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	health and wellbeing: • regular physical activitime' • having a good sleep routine •	Know and talk about the different factors that support their overall ty · healthy eating · toothbrushing · sensible amounts of 'screen ent factors that support their overall health and wellbeing: · being a		
	• Manage their own needs. • Personal hygiene • Know and talk about	Report card writing: See themselves as a valu	able individual.		
	the different factors that support their overall health and wellbeing: • regular physical activity •	socially and emotionally.	espectful relationships. Identify and moderate their own feelings		
	healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian	socially and emotionally.	espectful relationships. Identify and moderate their own feelings		
Physical Development	acquired: • rolling • • skipping • climbing • Progress towards a nation control and grace. • Develop the overall is needed to engage sure and other physical disswimming. • Develop their small racompetently, safely a drawing and writing, • Use their core muscle at a table or sitting of the confidently and safe indoors and outside, strength, balance, competence, precision involve a ball. • Further develop the	nore fluent style of moving, with developing body strength, co-ordination, balance and agility accessfully with future physical education sessions isciplines including dance, gymnastics, sport and motor skills so that they can use a range of tools and confidently. Suggested tools: pencils for paintbrushes, scissors, knives, forks and spoons. e strength to achieve a good posture when sitting	<ul> <li>Get Set for P.E. scheme.</li> <li>Continuous Provision planning provides opportunities to develop both gross and fine motor skills. Adults support this.</li> <li>Routines are followed consistently.</li> <li>Daily handwriting sessions as part of the morning routine</li> <li>Working with clay and hammers as part of outdoor learning activities.</li> </ul>		



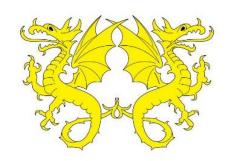


	1	To segment for spelling and to use a connective within a sentence.  L: Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense	Independent holiday news.  -Touch knees with your partner, tell them what you did in the school holidays.  -Tell the children that we don't need to share our answers just yet.  - Show the children a clue of what you did on your holiday. Can you guess what I did? Tell your partner (inference skills) - Show pictures from my holiday.  -Plan a sentence together. Explain what a connective is and how we can use it.  -Model writing a sentence for the pictures together.  Activity-  -In their purple books get the children to draw a picture of something they did during the holiday.  -Talk to the teacher about what they have chosen and plan the sentence together, encourage the use of a connective to develop their sentence.  -Children to write independently, where possible, a sentence about their holiday.  -Give verbal feedback  -Have grapheme mat and tricky words readily available for support.  -Note on class list notes for individual children  Key Vocabulary — connectives, and, then, next, because, so, but, extend, develop	A sentence or more of holiday recount, independently written wherever possible. Most children will be able to use a connective appropriately within their sentence.			
Literacy (Daily: Name writing Phonics Handwriting)	2	To plan their own story using a story mountain. L: Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense	Plan a Story Mountain -Explain to the children what a story mountain is"We are going to read 'The Pirates Next Door' and think about the events in the story and how they would fit into a story mountain" who the characters are? What happens at the beginning? What is the problem? How is it fixed? How does it end? -Show them a story mountain and together fill it in in regards to 'The Pirates Next Door'Tell them to think about the pirate they designedThink, Pair, Share — What adventure might your pirate go on in a storyToday we are going to plan our very own story about the pirate you designed last weekShow them the story mountain they will fill in -Explain expectations  Activity -Children will plan their story and fill the story mountain inOnly simple words or phrases to be used when filling in the sheetMake notes for individual children on a class listHave available a pirate word mat, grapheme and tricky word list.  Key Vocabulary: pirate, ship, seas, treasure, treasure map, chest, problem, dilemma, resolution, adjective, verb	All children will have completed a story mountain plan for the story they will begin to write over the following weeks.	*	•	
	3	To segment for spelling and write the beginning of a Pirate Adventure story. L:	Pirate Story -Beginning Start by recapping with a <i>Think, Pair, Share</i> about their own pirate, tell your partner about them and where you planned your story to begin.  Model writing the beginning of your story with a picture above.  Activity:	All children will have wrote an opening sentence for the beginning of their own Pirate Adventure story working from their own plan.			



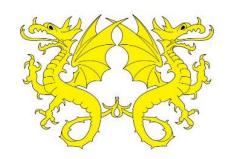


Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense	-Children to work at the tableLook back at their story mountain plan and see where their story beginsPlan out their opening sentence/s -Write their own sentence and accompanying image.  Key Vocabulary: Story, adventure, pirate, plan, segment, creative, adjective  Pirate Story — Middle Start with a recap of last weeks lesson Can you think about the start of your story — are you happy with it? Would you change anything? Are you ready for the problem to begin?  Model writing the middle of your story — lead into the problem, describe the problem, solve the problem with a picture  Activity -Children to come to the table and recap their beginning -Check the story mountain — what was your problem and how was it solved? -Plan the first sentence leading to the problem and then write (do this on a whiteboard first) -Plan the next sentence describing the problem and then write. (do this on a whiteboard first) -Plan the solution to the problem and then write (do this on a whiteboard first) -Plan the solution to the problem and then write (do this on a whiteboard first) -Plan the solution to the problem and then write (do this on a whiteboard first) -Plan the solution to segment, creative, adjective, problem, solution	All children will have written 2/3 sentences for the middle of their pirate adventure story, describing and solving a problem for the main characters.		
To write the end of our Pirate Story L: Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters	Pirate Story — End Start with a recap of last weeks lesson Can you think about the middle of your story — Are you happy with the problem? Are you happy with how it was solved? Would you change anything? Are you ready for the ending of your story? Model writing the end of your story.  Activity — -Children to come to the table and recap the middle of their storyCheck their story mountain. What did you plan for the ending? -Plan your ending and then write (do this on a whiteboard first)	All children will have a completed draft of their pirate adventure story, with illustrations.		



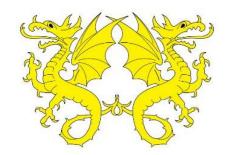


		Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense	Key Vocabulary: Story, adventure, pirate, plan, segment, creative, adjective, problem, solution, ending, conclusion, conclude		
	6		Pirate Story — Final Piece		
	7		Finishing off		
	1	Count objects, actions and sounds Subitise. Link the number symbol (numeral) with its cardinal number value.	Sharing / Halving — using pirate sharing flipchart, demonstrate how sharing works. Create some situations where one pirate has more treasure than another. Is this fair? How can we share the treasure so that it is fair? Activity: children toll a ten sided dice or select a card to ten. Count out that number of objects then share with a partner. Do they have the same amount? Children to show the Numicon piece they have started with and ended up with. Do the smaller ones fit into the larger one perfectly? Introduce the terms "odd " and "even" to describe the two types of numbers. Children to record answers if they are confident.	✓	
	2	Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.	"Chilli challenges" — introduction — addition and subtraction. Talk about chillis. What did they taste like? Talk about "spicyness". Talk about how in Maths we have something at Dore Primary School we like to have something called "Chilli Challenges". The spicier the chilli, the. Model how they work and how you can choose to start on a green challenge. If you find it easy, move on to red. Show If it is more of a challenge then keep practising at that ;lvel but epmphasise that the children have some say in how to do it. Stress importance of checking the operator to know what sort of the spicier the challenge!		
Maths	3	Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some	"Chilli challenges" — doubling and halving — recap on chilli challenges and model how to do doubling and halving with Numicon or objects for support. Explain children can use what ever resources they feel will help them in the challenges and to make sure they check the questions carefully.		
	4	to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills.	Co-ordinates - introduction		
	5	Compose and decompose shapes so that children recognise a shape can have other	Introduction to word problems		



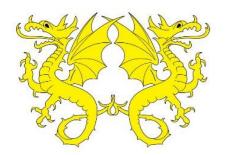


	6	shapes within it, just as numbers can. Continue, copy and create repeating patterns	Recap on shape — Shape search and properties — 2D and 3D shapes.				
	7	Compare length, weight and capacity.	Super End of Year Maths Quiz!				
Understanding the	1	<ul> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> </ul>	RE session What makes places special? Lesson 1: Homes around the world Introduce: Look at pictures of different homes around the world. Share: What do the children think about the homes? Recap and consider: What does a home need? What makes a home special? Do all people live in the same homes? Revisit and embed learning: FS2 Floor Book in Learning Area and Homework				
	2	<ul> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of their</li> </ul>	(CL, PSED, UW) RE session What makes places special? Lesson 2: Homes around the world (rooms). Introduce: Building on last week's learning can the children identify special rooms in a home. Share: How are rooms in our home the same or different? Recap and consider: Look at different rooms around the world, these could be rooms or places of worship. What makes them special? Revisit and embed learning: FS2 Floor Book in Learning Area and Homework				
World R.E.	3	<ul> <li>community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different from the one</li> </ul>	(CL, PSED, UW) RE session What makes places special? Lesson 3: Our World Introduce: Look at special places around the world. Share: What makes those places special? Why might people visit that place? Recap and consider: Consider if you have a special place? What makes it special? Revisit and embed learning: FS2 Floor Book in Learning Area and Homework  Non-Fiction Pirate Fact Research -Explain to the children what a non-fiction book is -Where might we find reliable facts from? -What is a Pirate? What is a real pirate? -What is royalty? What might they do? -Go through facts about 4 different pirates and the monarchs who ruled. Explaining where this information was found.  No written task for the children but can they challenge themselves using the books displayed on the back bench to find their own pirate fact and write it down.	Children will understand what non-fiction text means. Children will understand what the term reliable means Some children will be able to read non-fiction text and find out their own pirate facts.			
		in which they live.	Key Vocabulary: Research, non-fiction, reliable, unreliable, royalty				





		• Understand the effect				
		of changing seasons				
		on the natural world				
		around them.				
		around them.	(CL, PSED, UW)			
			RE session What makes places special? Lesson 4: <b>Churches</b> (Christianity)			
			Introduce: Talk about visiting a church. Why might it be special to Christians?			
			Share: Look at aspects of a church and why some parts are special. (Plan a local church visit.)			
			Recap and consider: Can the children match the picture to the special event that goes on inside a church?			
			Revisit and embed learning: FS2 Floor Book in Learning Area and Homework			
			A Closer Look at a Pirate Ship — History			
	4		Have a look at the different parts of the pirate ship — brief explanation of the different parts			
	'		Introduce some different types of pirate ships	Children will be able to identify		
			Closer look at the four types of pirate ships	some parts of the ship and the		
			Which pirate ship would you like to have been on? — Think pair share	purpose of them.		
				Some children will remember the		
			No written task for the children but maybe they could design their own pirate ship within the provision.	names of different types of		
				Pirate Ships		
			Key Vocabulary:	'		
			Mast, stern, rigging, mast, gun port, flag, sails, bow, Square-Rigger, Sloop, Schooner, Brigantine			
			(CL, PSED, UW)			
			RE session What makes places special? Lesson 5: <b>Mosques</b> (Islam)			
			Introduce: Talk about visiting a mosque. Why might it be special to Muslims?			
			Share: Look at aspects of a mosque and why some parts are special. (In Y2 children visit a mosque.)			
			Recap and consider: Can the children match the picture to the special event that goes on inside a mosque? Think about			
	5		why it is important and respectful to take your shoes off in a mosque.			
			Revisit and embed learning: FS2 Floor Book in Learning Area and Homework			
			Revisit and embed tearning: 132 1 tool book in Learning Area and Homework			
			Frozen Treasure - Science			
			DE session What makes places an esial? Lesson 6. Sumanagues (Tudaiam)			
			RE session What makes places special? Lesson 6: Synagogues (Judaism)			
			Introduce: Talk about visiting a synagogue. Why might it be special to Jews?			
			Share: Look at aspects of a synagogue and why some parts are special. What special clothes are worn? (Kippah)			
	6		Recap and consider: Can the children match the picture to the special event that goes on inside a synagogue?			
			Revisit and embed learning: FS2 Floor Book in Learning Area and Homework			
			Floating and Sinking - Science			
			Touting and Juning Julience			
			Transition and end of year events.			
	7					
			Design and Make a Book and then Evaluate TASC Science			
			Design and Make a Boat and then Evaluate TASC — Science			
		• Explore, use and refine	Charanga lesson 1:			
Expressive Arts	,	a variety of artistic	Listen and Appraise – William Tell Overture by Rossini (also include the story of William Tell, his son and the apple)			
and Design (EAD)	1	effects to express their	Rewind and Listen Out: Celebration by Cool and the Gang			
-Art		ideas and feelings.	Reflect, rewind and replay: Revisit music through rhymes and songs and copy the pulse and rhythm though musical games.			
		<u> </u>	1.1. J. 1.1. J. 1.			





-Music		Return to and build on	Perform and Share: Preparation for our summer "Infant Sing Along" concert.		
		their previous learning,			
		refining ideas and	Enhancement: The Music Learning Area/Corner in the classroom giving daily access, opportunity for musical expression		
		developing their ability	and exploration. Extra music/singing opportunities will also be given by Summer Term attendance for FS2 children in		
		to represent them.	weekly Infant Singing Assemblies with Y1 and Y2 children.		
		Create collaboratively,	Charanga lesson 2:		
		sharing ideas, resources	Listen and Appraise — Dance of the Sugar Plum Fairy by Tchaikovsky (also include video of ballet)		
	2	and skills.	Rewind and Listen Out: Ganesh is Fresh by MC Yogi		
	2	<ul><li>Listen attentively, move</li></ul>	Reflect, rewind and replay: Revisit music through rhymes and songs and copy the pulse and rhythm though musical games.		
		to and talk about music,	Perform and Share: Preparation for our summer "Infant Sing Along" concert.		
		expressing their			
		feelings and responses.	Charanga lesson 3:		
		<ul> <li>Watch and talk about</li> </ul>	Listen and Appraise — Flight of the Bumblebees by Rimsky-Korsakov (also include clip of an orchestra playing this)		
	3	dance and performance	Rewind and Listen Out: We are Family by Sister Sledge		
		art, expressing their	Reflect, rewind and replay: Revisit music through rhymes and songs and copy the pulse and rhythm though musical games.		
		feelings and responses.	Perform and Share: Preparation for our summer "Infant Sing Along" concert.		
		<ul><li>Sing in a group or on</li></ul>	Charanga lesson 4:		
		their own, increasingly	Listen and Appraise — Jupiter, the Bringer of Jolity by Gustav Holst (also include music and space clips)		
	4	matching the pitch and	Rewind and Listen Out: Singing in the Rain by Gene Kelly		
		following the melody	Reflect, rewind and replay: Revisit music through rhymes and songs and copy the pulse and rhythm though musical games.		
		<ul><li>Develop storylines in</li></ul>	Perform and Share: Preparation for our summer "Infant Sing Along" concert.		
		their pretend play.	Charanga lesson 5:		
		<ul> <li>Explore and engage in</li> </ul>	Listen and Appraise — Fantasia On a Theme by Thomas Tallis, by Vaughan Williams (also include the Disney clips)		
	5	music making and	Rewind and Listen Out: Frogs Legs and Dragons Teeth by Bellowhead		
		dance, performing solo	Reflect, rewind and replay: Revisit music through rhymes and songs and copy the pulse and rhythm though musical games.		
		or in groups.	Perform and Share: Preparation for our summer "Infant Sing Along" concert.		
			Charanga lesson 6:		
			Listen and Appraise — E.T Flying Theme by John Williams (also include the clips from E.T film)		
	6		Rewind and Listen Out: I Feel Good by James Brown		
			Reflect, rewind and replay: Revisit music through rhymes and songs and copy the pulse and rhythm though musical games.		
			Perform and Share: Preparation for our summer "Infant Sing Along" concert.		
			Charanga Lesson 7:		
	7		Perform and Share: Summer "Infant Sing Along" concert to parents.		
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