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| Summer 1 | <h1 style="color: purple;">Year R</h1> <h2 style="color: purple;">Once upon a time</h2> |  |
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**The Big Question ...**

**If you could enter a traditional story, which would it be and why?**

**The Big Idea (overview)...**

The children will use previous experiences and talk about traditional stories that they have read or shared. They will talk about why traditional stories have been passed on through the years and where they came from. We will talk about the importance of traditional stories and what we can learn from them.

| Deep conceptual learning:   | Why is this important to an RCPA child?   |
|---|---|
| Children will understand how a traditional is written and sequenced to show how the story develops and the problem is solved. We will talk about what we learn from these stories and how we can use this in our everyday life. We will talk about if this is still relevant in today's world or in the future. | Reading is at the heart of our curriculum because we feel our children deserve to learn to read a variety of texts. Using stories we will unpick how characters behave and this will support our children's understanding of how they manage their feelings and what is right and wrong. We will use modern day texts to inform children about recycling and how we can look after the world. |

**Links to prior learning:**

**Autumn 1 What makes me special?** Talking about our favourite stories and rhymes and how this might be different for our friends.  
**Autumn 2 Our Local Area.** Discussing stories shared within our families. Which stories and rhymes are passed down in your family?  
**Spring 1 If you go down to the woods today...** Discussing where stories are set. Why do we find lots of traditional stories are linked to the countryside?

In each term, the skills taught in Talk for Writing sessions will be built upon but will include characterization, discussion of the how and why we think the characters behaved, the sequence of a story and dialogue.

**Global Goals for Sustainable Development previously studied:**

All EYFS global goals would have been introduced in nursery (for those who attended our nursery) but not looked at in detail



**Healthy living** – links to PSHE and ways to keep your body healthy with being active and eating the right food. What would a healthy picnic look like? Monitor our fruit trees and vegetables that we planted e.g. potatoes.  
**Transport** – What was the most popular ways to travel to school? Walk/cycle to school week.  
**Waste & Litter** – discussing how to keep litter to a minimum in woodland areas and its affect on animals and habitats. Use recycling in junk modelling within the classroom. Introducing a compost bin in class.  
**School grounds & Biodiversity** – improving our Forest School area by adding a compost bin and a bug hotel for minibeasts. Encouraging children to bring things from home to add to it oevr time. Making bird feeders.

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Water – talk about not wasting water e.g. using a bowl of water rather than running the tap, turn off the tap when brushing teeth, reusing water from the water tray to water the plants etc. Talking about how to save rain water.

### Termly Global Goals for Sustainable Development focus:



**Energy** – talk about how we can ensure we turn off lights and electrical items when we don't need them and how we can use natural light. Talk about wearing appropriate clothing so we don't need to use the radiators etc. Talk about how we can dry our clothing outside in the Summer rather than using a dryer etc.

**Waste** – continue to use a compost bin and get children to understand what can be put in a compost bin. Over time look at the fruit which is composting to make soil. Talk about the use of a compost bin.

**Global Citizenship** – talk about how our actions can affect others e.g. why do we not step on minibeasts? Why should we feed the birds? Link to other people in the county, country and all over the world e.g. Why should we respect people who follow this religion and celebrate EID? How can we show others that we are thinking about them? E.g Ukraine flags and sunflowers. How does recycling help our world? How will it make it a better place for your children and grandchildren?

#### Key Questions:

- What is your favourite traditional character and why?**
- What different buildings are depicted in the stories?**
- What do the different stories teach us?**
- How do we look after our world?**
- How do we celebrate a historical royal event?**

#### Metacognition:

We will recap the learning powers learnt in the Autumn term and Spring Term and continue to use these in our everyday lessons. Children will be encouraged to spot these characteristics within themselves and their friends e.g. Teamwork Tallulah when they work with friends to build a den, Persevering Pete when they tried really hard to reach a goal in a lesson, Communicating Claude when they speak in full sentences etc. Adults will model this when they notice pupils showing these skills e.g. being resilient, concentrating etc. In the weekly Achievement Assembly pupils will be presented with a certificate showing who has worked towards these learning powers.



### Oracy and Communication:

| 👤 Physical          | 💬 Linguistic                      | 🧠 Cognitive     | 👥 Social & Emotional  |
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| I can speak clearly | I speak using the correct grammar | I stay on topic | I listen attentively and respond appropriately<br>I take turns and wait for others to finish speaking |

#### Ideas for Oracy and Communication

Would you rather – linked to Literacy stories



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If you could enter a traditional story, which would it be and why?  
 Which character would you like to be friends with and why?  
 How we can change stories  
 Talking in full sentences, using manners  
 Why did the gingerbread man decide to run away?  
 Why and how does Michael Recycle save the town?  
 Why is it important to recycle? How do we reuse? Why do we need to look after our world?  
 If you were the Queen what rule would you make?  
 What does the Queen keep in her handbag?  
 In traditional stories are witches and wolves always bad?  
 Which characters are depicted as good/bad?

### Building the Community:

Volunteers in to share stories and listen to children read  
 Celebration of the Queen's Platinum Jubilee – school and community events

### Change / Personal Growth:

How the decisions we make impact the people and the world around us  
 How has the life of the Queen changed in her reign?  
 Who will be king after Queen Elizabeth?

### Suggested texts (This list is not exhaustive and you need to be selective depending on the needs and interests of your cohort/group):

Traditional stories e.g. Cinderella, Rapunzel, The Gingerbread man, The Ugly Duckling  
 Michael Recycle  
 Stories linked to the royal family – The Queen's knickers, The Queen's hat, Little Elizabeth, The Queen's handbag  
 Non-fiction books about castles, palaces, royal family  
 Poetry – follow children's interests  
 We're Off To Find A Fairy by Eloise White & Cory Reid (a story linked to diversity)

### Key Vocabulary:

Linked to traditional tales: castle, tower, drawbridge, gingerbread, ugly, banished, kingdom  
 Linked to recipes, e.g. bake, stir, combine, rolling pin, ingredients, dough, cinnamon  
 Linked to looking after our world: recycle, reuse  
 Linked to the King's coronation: celebration, Platinum Jubilee, Palace, King Charles, throne, bunting, crown, parade, reign, royal family  
 Specific time connectives linked to individual stories e.g. suddenly, surprisingly, unfortunately

### Key Experiences:

King's coronation celebrations  
 Visit local shops to buy ingredients for the gingerbread man?  
 Possible visit from a duckling/duck

### Opportunities for revisiting learning in the future:

This will continually be revisited throughout English sequences and the use of high-quality texts.

| Area of learning                                  |  | Children could....  | Children in Reception will be learning to...   |
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| <b>Personal, Social and Emotional Development</b> | Self-Regulation                        | <p>Turn taking activities throughout the day</p> <p>Use the visual timetable to help understand the day's activities</p> <p>How do we manage our feelings e.g. taking time out, breathing to 10</p> <p>Recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset and how this could be either in real life or online.</p> | <ul style="list-style-type: none"> <li>● Express their feelings and consider the feelings of others</li> <li>● Identify and moderate their own feelings socially and emotionally to develop a positive sense of self</li> <li>● Think about the perspectives of others and discuss ways to co-operate and resolve conflicts appropriately</li> </ul>   |
|   | Managing Self                          | <p>Open ended activities inside and outside</p> <p>Talk about learning behaviours e.g. perseverance, sharing etc</p> <p>Discuss feelings and behaviours linked to stories</p>   | <ul style="list-style-type: none"> <li>● Express their feelings and consider the feelings of others</li> <li>● Show resilience and perseverance in the face of challenge.</li> <li>● Identify and moderate their own feelings socially and emotionally.</li> <li>● Manage their own needs.</li> <li>● See themselves as a valuable individual.</li> <li>● Know and talk about the different factors that support their overall health and wellbeing:               <ul style="list-style-type: none"> <li>● Physical activity</li> <li>● Healthy eating</li> <li>● Toothbrushing</li> <li>● Sensible amounts of screen time</li> <li>● Having a good sleep routine</li> </ul> </li> <li>● Being a safe pedestrian</li> </ul> |
|   | Building Relationships                 | <p>PSHE programme - see individual lessons</p> <p>RE programme – see individual lessons</p>   | <ul style="list-style-type: none"> <li>● See themselves as a valuable individual.</li> <li>● Build constructive and respectful relationships.</li> <li>● Think about the perspectives of others.</li> <li>● Set simple goals for their short-term future</li> </ul>  |
|   | Listening, Attention and Understanding | <p>Listen to BBC radio extracts for drama and story</p> <p>Listen to stories and rhymes shared in class</p>   | <ul style="list-style-type: none"> <li>● <u>Talk about listening and why it is so important</u></li> </ul>   |

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| <h2 style="margin: 0;">Communication and Language</h2> |   |  | <ul style="list-style-type: none"> <li>● Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>● Learn rhymes, poems and songs.</li> <li>● Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>● Build on children's conversations, extending language and vocabulary – use and embed new language in context</li> <li>● Engage in non-fiction books</li> <li>● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>   |
|  | <p style="color: #800080;">Speaking</p> | <p>How will you celebrate the Queen's Platinum Jubilee?</p> <p>Memory games</p> <p>Use prepositions</p> <p>Retell familiar stories e.g. The Gingerbread Man</p> <p>Describe settings and events</p> <p>Look carefully at changes in the environment and the outside area e.g. bulbs, potatoes</p> <p>If you were the Queen what rule would you make?</p> <p>What does the Queen keep in her handbag?</p> <p>Animate a simple image to speak in role.</p> <p>Recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset and how this could be either in real life or online.</p> | <ul style="list-style-type: none"> <li>● Find out about questions of right and wrong and begin to express their ideas and opinions in response. (RCPA RE Curriculum)</li> <li>● Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come (RCPA RE Curriculum)</li> <li>● Learn new vocabulary (this is relevant in all areas)</li> <li>● Use new vocabulary through the day and in different contexts</li> <li>● Ask questions to find out more and to check they understand what has been said to them</li> <li>● Articulate their ideas and thoughts in well-formed sentences.</li> <li>● Describe events in some detail.</li> <li>● Develop social phrases.</li> <li>● Connect one idea or action to another using a range of connectives.</li> <li>● Engage in story times.</li> </ul> |

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|                                    |                           |  | <ul style="list-style-type: none"> <li>● Listen and talk about stories.</li> <li>● Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> </ul>  |
| <p><b>Physical Development</b></p> | <p>Gross Motor Skills</p> | <p><b>Get Set for PE Unit 2: Ball Skills (develop their ball skills through the topic of weather)</b></p> <p>Create obstacle courses<br/>         Use large construction equipment<br/>         Use large equipment in the hall and move their body in different ways<br/>         Move their body in different ways. Use small equipment safely and with increasing control e.g. rolling, catching, throwing, dribbling, kicking, bouncing.<br/>         Using targets.<br/>         Basic multi skills e.g. tennis and football skills<br/>         Use brushes outside to sweep the floor<br/>         Work together to build using different materials e.g. crates, dens</p> | <ul style="list-style-type: none"> <li>● Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>● Progress towards a more fluent style of moving, with developing control and grace.</li> <li>● Combine different movements with ease and fluency.</li> <li>● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>● Develop overall body-strength, balance, co-ordination and agility.</li> <li>● Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>● Develop confidence, competence, precision and</li> </ul> |

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|                        |                                 |   | <p>accuracy when engaging in activities that involve a ball.</p> <ul style="list-style-type: none"> <li>● Know and talk about the different factors that support their overall health and wellbeing:             <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian                 <ul style="list-style-type: none"> <li>● Further develop the skills they need to manage the school day successfully:                     <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> <li>- personal hygiene</li> </ul> </li> </ul> </li> </ul> </li> </ul> |
|                        | <p><b>Fine Motor Skills</b></p> | <p>Using different size pencils and paintbrushes in a variety of activities<br/>           Scissor skills activities to create characters linked to stories<br/>           Create simple drawings of characters, settings etc<br/>           Continue to work on scissor skills<br/>           Use the dustpan and brush to sweep up the sand<br/>           Make a moving picture e.g. a drawbridge moving up and down<br/>           Use a mouse, touch screen or appropriate access device to target and select options on screen.<br/>           Play on a touch screen game and use computers/keyboards/mouse in role play<br/>           Type letters with increasing confidence using a keyboard and Mini Surface.<br/>           Create a simple animation to tell a story including more than one character.</p> | <ul style="list-style-type: none"> <li>● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>● Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>● Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (RCPA ICT Curriculum)</li> </ul>   |
| <p><b>Literacy</b></p> | <p><b>Comprehension</b></p>     | <p>Retell stories shared in class<br/>           Create labelled diagrams<br/>           Use information books to help support language<br/>           Follow instructions/recipe to make gingerbread<br/>           Create a simple animation to tell a story including more than one character.<br/>           Record a short film using the camera . Watch it back and talk about it.<br/>           Record sounds/voices in storytelling and explanations with different resources and find</p>   | <ul style="list-style-type: none"> <li>● Listen to and talk about stories to build familiarity and understanding.</li> <li>● Engage in story times.</li> <li>● Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>● Engage in non-fiction books.</li> </ul>  |

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|  |              | ways to change your voice e.g. tube, tin can, shouting to create an echo.  | <ul style="list-style-type: none"> <li>● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>● Learn new vocabulary and use within the day</li> <li>● Use new vocabulary in different contexts.</li> <li>● Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>  |
|  | Word Reading | <p>Storybook reading – based on phonic sound and word reading assessments</p> <p>Use decodable books and continue to read in pairs/ small group reading (red, green, purple books)</p> <p>Read alien/ no nonsense words linked to daily phonics graphemes</p> <p>Start Guided Reading</p> <p>Introduce alternative digraphs (Set 2) and start some of Set 3 digraphs</p> | <ul style="list-style-type: none"> <li>● Read individual letters by saying the sounds for them.</li> <li>● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>● Read some letter groups that each represent one sound and say sounds for them</li> <li>● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>● Read a few common exception words matched to the school's phonic programme.</li> <li>● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>● Learn rhymes, poems and songs.</li> </ul> |
|  | Writing      | <p>Drawing own pictures of fairytale characters and add labels</p> <p>Create maps to show where traditional characters have travelled e.g. Little Red Riding Hood</p> <p>Write simple sentences including correct punctuation e.g. finger spaces, full stops and capital letters</p> <p>Write simple sentences about a setting</p>                                       | <ul style="list-style-type: none"> <li>● Form lower-case and capital letters correctly.</li> <li>● Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>● Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> </ul>  |



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|                         |                    | Sequence steps to show how a gingerbread man is made   | <ul style="list-style-type: none"> <li>● Re-read what they have written to check that it makes sense.</li> </ul>   |
| Mathematics             | Number             | White Rose programme<br>Graphs e.g. choosing a book, which is the favourite?   | <ul style="list-style-type: none"> <li>● Count objects, actions and sounds.</li> <li>● Subitise.</li> <li>● Link the number symbol (numeral) with its cardinal number value.</li> <li>● Count beyond ten.</li> <li>● Compare numbers.</li> <li>● Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>● Develop a deep understanding of number</li> </ul>   |
|                         | Numerical Patterns | White Rose programme<br>Make teen numbers using numicon and other objects<br><br>Shape - Use elastic bands to create different types of triangles and quadrilaterals. Which shapes don't belong?<br>Use different shapes to make tangrams  | <ul style="list-style-type: none"> <li>● Explore the composition of numbers to 10 e.g. 2, 3, 4 and 5 first</li> <li>● Automatically recall number bonds for numbers 0–10.</li> <li>● Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>● Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</li> <li>● Look for and continue, copy and create repeating patterns.</li> <li>● Compare length, weight and capacity.</li> <li>● Develop a positive attitude to Maths</li> </ul> |
| Understanding the World | Past and Present   | Fruit trees in our local environment – what changes can you see in the trees?<br>Look inside the bug hotel made in Spring 2 in the Forest School area – what animals have made this their home?<br>Forest school area – which creatures enjoy living here? Which plants are they attracted to?<br>What has happened to the fruit in our compost bin? | <ul style="list-style-type: none"> <li>● Connect one idea or action to another using a range of connectives.</li> <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>● Use new vocabulary</li> </ul>   |

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|  |                                 | How can we save energy in our school environment? E.g. turn off lights, save rain water, recycle paper etc  |  |
|  | People, Culture and Communities | <p>Discovery RE Weekly Lesson Sum 1- What can we learn from stories?</p> <p>How are bridges, castles, palaces built? Look at special buildings around the world<br/>Name and evaluate the properties of different materials e.g. biscuits<br/>How will you celebrate the Queen's Platinum Jubilee? How have other royal celebrations been celebrated in the past?<br/>What will happen in your community?</p> | <ul style="list-style-type: none"> <li>● Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. (RCPA RE Curriculum)</li> <li>● Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make (RCPA RE Curriculum)</li> <li>● Notice and respond sensitively to some similarities between different religions and worldviews. (RCPA RE Curriculum)</li> <li>● Find out about and respond with ideas to examples of co-operation between people who are different. (RCPA RE Curriculum)</li> <li>● Talk about members of their immediate family and community</li> <li>● Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>● Know about similarities and differences between themselves and others</li> <li>● Draw information from a simple map.</li> <li>● Understand that some places are special to members of their community</li> </ul> |

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|                            |                         |   | <ul style="list-style-type: none"> <li>● Understand that people may 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> </ul>   |
|                            | The Natural World       | <p>How can we make things better in our Forest School area?</p> <p>Look at the changes in our Spring bulbs and discuss. Draw and paint flowers.</p> <p>Talk about the changes in the Spring/Summer weather. What do we need to wear? What is the weather like?</p> <p>Life cycles e.g. duck</p> <p>Identify and use vocabulary for the different types of weather.</p> <p><b>Global links:</b><br/> <b>Litter – reducing our litter and litter pick as we become more aware of the impact on the environment e.g. beach clean</b><br/> <b>Water – effects of water use on the world and how we can save and reuse water</b></p>         | <ul style="list-style-type: none"> <li>● Explore the natural world around them.</li> <li>● Describe what they see, hear and feel whilst outside.</li> <li>● Understand the effect of changing seasons on the natural world around them. (RCPA Science Curriculum)</li> <li>● Recognise some environments that are different to the one in which they live.</li> <li>● Know about similarities and differences in relation to living things</li> <li>● Make observations of animals and plants and explain why some things occur and talk about changes.</li> </ul> |
| Expressive arts and design | Creating with Materials | <p>Painting of different characters and settings</p> <p>Drawings of different plants in our school environment</p> <p>Being able to describe and explain what they have created</p> <p>Mix different shades of green (use paint charts)</p> <p>Junk modelling with beach finds/recyclable items e.g. faces, animals</p> <p>Create a gingerbread man by following a recipe</p> <p>Use a painting app and explore the paint and brush tools</p> <p><b>ICT links: Create a simple animation to tell a story including more than one character.</b><br/> <b>Record a short film using the camera</b><br/> <b>Record and play a film</b></p> | <ul style="list-style-type: none"> <li>● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>● Explore, use, play and refine a variety of artistic effects to express their ideas and feelings.</li> <li>● Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>● Create collaboratively, sharing ideas, resources and skills.</li> </ul>   |

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|  |   | <p>Change your voice/make sounds using tubes, tin cans etc and record it</p>  |  |
|  | <p>Being Imaginative and Expressive</p> | <p>Sing Up Weekly Music Lesson – Slap Clap Clap, Bow Bow Bow Belinda song<br/>           Role play<br/>           Investigate music instruments<br/>           Use instruments and body percussion to make sounds linked to part of a story e.g. when the wolf appears<br/>           Continue to use drama techniques within English lessons and free play opportunities<br/>           Sing songs linked to traditional stories<br/>           Explore simple block printmaking e.g. using plasticine, natural materials, manmade materials or junk modelling materials<br/>           Sing different songs e.g. Don't drop litter<br/>           Look at the artist Michelle Reader and Brian Mock who make sculptures from recyclable materials.<br/>           Record sounds/voices in storytelling and explanations with different resources and find ways to change your voice e.g. tube, tin can, shouting to create an echo.</p> | <ul style="list-style-type: none"> <li>● Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>● Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>● Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>● Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>● Develop storylines in their pretend play.</li> <li>● Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p>(RCPA Music Curriculum)</p> <ul style="list-style-type: none"> <li>● Listen to and conduct music in 3/4 time.</li> <li>● Sing a melody in 3/4 time and perform the actions</li> <li>● Play a range of percussion instruments to the 'action words'</li> <li>● Compose a three-beat body percussion pattern and perform it to a steady beat</li> <li>● Perform a clapping game with a partner</li> <li>● Listen to examples of other folk songs from North America.</li> <li>● Sing a song while performing a sequence of dance steps</li> <li>● Compose/improvise and perform actions for new verses</li> <li>● Play a two-note accompaniment, marking the pulse on tuned or untuned percussion</li> </ul> |