

ST. FRANCIS' CATHOLIC PRIMARY SCHOOL

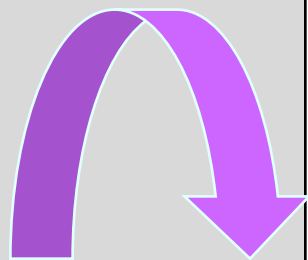
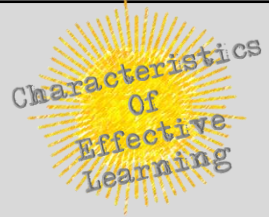
RECEPTION LONG TERM PLAN



Our intent is to give each unique child a high-quality early education with high quality care. This is delivered within a safe and nurturing environment which makes a powerful contribution to children's wellbeing, development and learning.

Play, both indoors and outdoors, is rich and we aim to ignite curiosity, awe and wonder of the world to develop the whole child. We provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure, inclusion and a real love of learning for every child to feel success and happiness.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	ONCE UPON A TIME & ME	CELEBRATIONS AND FESTIVALS	AROUND THE WORLD	OUR GREEN & BLUE WORLD	AMAZING ANIMALS	THE GREAT OUTDOORS
SCHOOL VALUES	CARE & COMPASSION	RESPECT	RESILIENCE		ASPIRATIONS	
BIG THINKING QUESTIONS	IS ONE PERSON MORE IMPORTANT THAN ANOTHER?	WHY ARE CELEBRATIONS IMPORTANT?	DOES EVERYONE HAVE A WARM HOME?	HOW CAN WE CARE FOR OUR ENVIRONMENT?	DO ANIMALS ALWAYS GET TREATED FAIRLY?	HOW CAN I MAKE A DIFFERENCE?



FOUR GUIDING PRINCIPLES

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling Environments with teaching and support from adults: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	ONCE UPON A TIME & ME	CELEBRATIONS AND FESTIVALS	AROUND THE WORLD	OUR GREEN & BLUE WORLD	AMAZING ANIMALS	THE GREAT OUTDOORS

COMMUNICATION AND LANGUAGE



The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, assemblies and quality opportunities to develop language.

DAILY STORY TIME



- Settling in activities
- Follow instructions (settling in, putting my things away)
- Making friends
- Children talking about experiences that are familiar to them
- Develop Vocabulary: Word Aware
- Rhyming & alliteration
- Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

- Develop vocabulary and communication through classroom resources:
- Story spoons, talking treasure boxes, listening area, puppets, role play, songs, rhymes and story sack on the outdoor stage.
- Retelling stories
- Story language
- Listening & responding to stories
- Following instructions
- Takes part in discussion
- Understand how to listen carefully & why listening is important.
- Use new vocabulary through the day
- Choose books that will develop their vocabulary

- Develop vocabulary: Word Aware
- Weekly interventions
- Using language well
- Asks how & why questions...
- Retell a story with story language
- Remember key points from a story
- Ask questions to find out more & to check they understand what has been said to them. -- Describe events in some detail
- Listen to & talk about stories to build familiarity and understanding
- Learn rhymes, poems & songs

- Develop vocabulary: Word Aware
- Weekly interventions
- Learn & recite poems & songs: Rhyme of the Week
- Understand how to listen carefully & why listening is important
- Listen to, engage in & talk about selected non-fiction
- Articulate thoughts & ideas into well formed sentences
- Ask questions to find out more
- Describe events in some detail e.g. class trip

- Develop vocabulary: Word Aware
- Weekly interventions
- Learn & recite poems & songs: Rhyme of the Week
- Listen to, engage in & talk about selected non-fiction
- Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives

- Develop vocabulary: Word Aware
- Weekly interventions
- Learn & recite poems & songs: Rhyme of the Week
- Weekend news
- Read aloud books to children that will extend their knowledge of the world and illustrate a current topic
- Select books containing photographs and pictures

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	ONCE UPON A TIME & ME	LET'S CELEBRATE!	AROUND THE WORLD	OUR GREEN & BLUE WORLD	AMAZING ANIMALS	THE GREAT OUTDOORS

Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

MANAGING SELF SELF REGULATION BUILDING RELATIONSHIPS	Module 1: Created and Loved by God EYFS Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.	Module 2: Created to Love Others EYFS Module 2: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives	Module 3: Created to Live in Community EYFS Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In Life to the Full Plus, an introduction to careers and money is also explored, underpinned by the religious understanding that our true purpose and value comes from God.
	<ul style="list-style-type: none"> • Religious Understanding- Handmade with Love • Me, My Body, My Health • Emotional Wellbeing • Life Cycles 	<ul style="list-style-type: none"> • Religious Understanding- Role Models • Personal Relationships • Life Online • Keeping Safe 	<ul style="list-style-type: none"> • Religious Understanding- Loving God, Loving Others • Living in the Wider World • When I Grow Up • Understanding Money

Early Learning Goals: Show an understanding of their own feelings and those of others, and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being able to wait for what they want and **control their immediate impulses when appropriate**. Give **focused attention to what the teacher says**, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

* **Controlling own feelings and behaviours** * **Applying personalised strategies to return to a state of calm** * **Being able to curb impulsive behaviours** * **Being able to concentrate on a task** * **Being able to ignore distractions** * **Behaving in ways that are pro-social** * **Planning** * **Thinking before acting** * **Delaying gratification** * **Persisting in the face of difficulty**.

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PHYSICAL DEVELOPMENT

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

FINE MOTOR


Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES

<ul style="list-style-type: none"> -Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. -Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip. 	<ul style="list-style-type: none"> - Threading, cutting, weaving, playdough, fine motor activities - Develop muscle tone to put pencil pressure on paper - Draw lines & circles using gross motor movements : Move to Mark - Use tools to effect changes to materials - Show preference for dominant hand - Engage children in structured activities: guide them in what to draw, write or copy - Teach and model correct letter formation. 	<ul style="list-style-type: none"> - Threading, cutting, weaving, playdough, fine motor activities - Draw lines & circles using gross motor movements : Move to Mark - Begin to form letters correctly - Handle tools, objects, construction & malleable materials with increasing control - Encourage children to draw freely. - Holding small items / button clothing - Cutting with Scissors 	<ul style="list-style-type: none"> - Threading, cutting, weaving, playdough, fine motor activities - Draw lines & circles using gross motor movements : Move to Mark - Hold pencil effectively with comfortable grip - Forms recognisable letters most correctly formed 	<ul style="list-style-type: none"> - Threading, cutting, weaving, playdough, fine motor activities - Draw lines & circles using gross motor movements : Move to Mark - Develop pencil grip & letter formation continually - Use one hand consistently for fine motor tasks - Cut along a straight line with scissors - Start to cut along a curved line, like a circle 	<ul style="list-style-type: none"> - Threading, cutting, weaving, playdough, fine motor activities - Draw lines & circles using gross motor movements : Move to Mark - Form letters correctly - Cut a shape out using scissors - Begin to draw diagonal lines, like in a triangle - Start to colour inside the lines of a picture - Start to draw pictures that are recognisable - Build things with smaller linking blocks, such as Duplo or Lego
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GROSS MOTOR

<ul style="list-style-type: none"> - Cooperation games i.e. parachute games - Climbing – outdoor equipment - Different ways of moving to be explored with children - Changing for PE - Help individual children to develop good personal hygiene - Provide regular reminders about thorough handwashing & toileting. - Acknowledge & praise their efforts. 	<ul style="list-style-type: none"> - Ball skills- throwing & catching. - Crates play- climbing - Skipping ropes in outside area - Dance related activities - Provide a range of wheeled resources for children to balance, sit or ride on, or pull & push - Two-wheeled balance bikes & pedal bikes without stabilisers, wheelbarrows, prams & carts are all good options 	<ul style="list-style-type: none"> - Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking - Ensure that spaces are accessible to children with varying confidence levels, skills & needs - Provide a wide range of activities to support a broad range of abilities - Dance / moving to music gymnastics / balance 	<ul style="list-style-type: none"> - Balance- children moving with confidence - Dance related activities - Provide opportunities for children to, spin, rock, tilt, fall, slide & bounce - Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle 	<ul style="list-style-type: none"> - Obstacle activities children moving over, under, through & around equipment - Encourage children to be highly active & get out of breath several times every day - Provide opportunities for children to, spin, rock, tilt, fall, slide & bounce. - Dance / moving to music 	<ul style="list-style-type: none"> - Races / team games involving gross motor movements - Dance related activities - Allow less competent and confident children to spend time initially observing & listening, without feeling pressured to join in. - Gymnastics / Balance
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TOPICS	ONCE UPON A TIME & ME	CELEBRATIONS	AROUND THE WORLD	OUR GREEN & BLUE WORLD	AMAZING ANIMALS	THE GREAT OUTDOORS
LITERACY	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
COMPREHENSION - DEVELOPING A PASSION FOR READING	<ul style="list-style-type: none"> - Joining in with rhymes & showing an interest in stories with repeated refrains - Environment print - Having a favourite story/rhyme. - Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - Sequencing familiar stories through the use of pictures to tell the story - Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> - Retell stories related to events through acting/role play - Christmas letters/lists - Retelling stories using images / apps - Story Maps - Editing of story maps & orally retelling new stories. - Non-Fiction focus - Sequence story – use vocabulary of beginning, middle and end - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences - Enjoys an increasing range of books - Stories from other cultures & traditions - Retell a story with actions & / or picture prompts as part of a group 	<ul style="list-style-type: none"> - Making up stories with themselves as the main character - Encourage children to record stories through picture drawing/mark making - Read simple phrases & sentences made up of words with known letter-sound correspondences &, where necessary, a few exception words - Read a few common exception words - Make the books available for children to share at school and at home - Avoid asking children to read books at home they cannot yet read 	<ul style="list-style-type: none"> - Re-read books to build up their confidence in word reading, their fluency and their understanding & enjoyment - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books - They develop their own narratives & explanations by connecting ideas or events 	<ul style="list-style-type: none"> - Use story language when acting out a narrative - Rhyming words. - Parents reading stories - Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story - May include labels, sentences or captions - Role play area – book characters - Family Fact book - Beginning to understand that a non-fiction is a non-story- it gives information instead - Fiction means story - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author & title - Sort books into categories. 	<ul style="list-style-type: none"> - Can draw pictures of characters/ event / setting in a story - Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions & reactions - Make predictions - Information leaflets / fact files about farm animals - Label aerial view of the farm, parts of a tractor - List farm animals and their young
WORD READING	<p>Read individual letters by saying the sounds for them</p>	<p>Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. 	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
						



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WRITING	<p>Labels & Captions: Ourselves: Ourselves & Our Families 2 weeks</p> <p>Enjoy sharing texts such as Jill Murphy's <i>Peace at Last</i> and her popular 'Large Family' series, as well as Mary Hoffman's <i>The Great Big Book of Families</i>, as inspiration to talk, read and write about families, homes and likes/ dislikes.</p> <p>Story Sequence & Captions: Space 3 weeks</p> <p>Enjoy sharing texts such as <i>Whatever Next</i>, <i>Man on the Moon</i> and <i>The Little Kids First Big Book of Space</i> to explore the different features of fiction and non-fiction texts, as well as talk, read and write about space.</p>	<p>List & Labels: Autumn Leaves 1 week</p> <p>Ignite imagination and creativity about autumn using <i>Leaf Man</i> by Lois Ehlert. Enjoy a nature walk, explore descriptive vocabulary and create labels for leaf characters.</p> <p>Prepositions & Descriptors: Celebrating Light & Dark Diwali 2 weeks</p> <p>Use <i>Bears in the Night</i> by Stan and Jan Berenstain to help explore the use of prepositions and how we feel about the dark. Get creative with descriptive words while learning about Diwali and Firework Night inspired by the texts <i>Rama and Sita</i> and <i>Let's celebrate 5 days of Diwali</i>.</p> <p>Letters: Christmas & Winter Traditions 2 weeks</p> <p>Have fun sharing Christmas stories such as <i>The Jolly Christmas Postman</i> and <i>Dear Santa</i> to inspire children to talk about their Christmas and Winter Traditions, as well as to write cards and their own letter to Santa.</p>	<p>Labels & Captions: Pick Up a Stick 1 week</p> <p>Enjoy sharing the texts <i>Stanley's Stick</i> and <i>Stick man</i> to inspire use of descriptive vocabulary to use in explanations and captions. Get creative with sticks by making people, animals and letters.</p> <p>Traditional Tales: Homes & Houses 3 weeks</p> <p>Use the traditional tales, <i>Billy Goats Gruff</i>, <i>Three Little Pigs</i> and <i>Goldilocks</i> to explore different building materials, houses and homes. Inspire children to read and write sentences and captions.</p> <p>Captions & Banners: Dragons and Chinese New Year 2 weeks</p> <p>Set their imagination on fire by reading and writing about dragons; sharing texts such as <i>Custard the Dragon</i>, <i>Tell Me a Dragon</i> and <i>Puff the Magic Dragon</i>. Explore Chinese New Year traditions and create good luck banners.</p>	<p>Labels & Non-Fiction Writing: Spring into Spring! 3 weeks</p> <p>Step into spring and look out for the signs of new life on a nature walk. Enjoy sharing <i>Wakey-Wakey</i>, <i>The Odd Egg</i> and <i>The Egg Drop</i> to help create descriptive phrases and captions, as well as explore springtime festivals.</p> <p>Non-Fiction Texts & Stories: Dinosaurs: 2weeks</p> <p>Use the texts <i>Owls and Dinosaurs</i>, <i>The Dirty Great Dinosaur</i> and <i>Dinosaur Roar</i> to explore new vocabulary and create dinosaur stories. Step back in time and make your own dinosaurs and fossils!</p>	<p>Simple Report Sequences: Animal Life Cycles 2 weeks</p> <p>Explore the lifecycle of a butterfly and a frog by sharing the books <i>The Hungry Caterpillar</i> and <i>Tadpole's Promise</i>. Have a go at retelling and sequencing events, as well as writing a simple report. Get creative with jelly frogspawn and butterfly collages.</p> <p>Descriptive Writing: Superheroes 2 weeks</p> <p>Enter the world of superheroes by sharing the books <i>Super Daisy</i>, <i>Superworm</i> and <i>Supertato</i>. Spark their imagination by describing superheroes, dressing up and creating gadgets, as well as writing about superpower</p> <p>Short Stories: Fairy Tales 2 weeks</p> <p>Step into the magical land of fairy tales by sharing <i>Sleeping Beauty</i>, <i>Jack and the Beanstalk</i>, and <i>Hansel and Gretel</i>. Discuss, retell, sequence and write your own version of the stories. Enjoy growing a beanstalk and creating a new cottage for the witch.</p>	<p>Lists, Labels & Instructions: Growing Plants 2 weeks</p> <p>Learn how plants grow by sharing Eric Carle's <i>The Tiny Seed</i> and Nick Butterworth's <i>Jasper's Beanstalk</i>. Enjoy writing and following instructions for growing a bean plant and making a cress sandwich, as well as creating artwork inspired by plants and vegetables.</p> <p>Lists, Maps & Recounts: Transport 2 weeks</p> <p>All aboard! Share the joys of bus and train rides by reading <i>You Can't Take an Elephant on the Bus</i>, <i>Naughty Bus</i> and <i>The Train Ride</i>. Explore other forms of transport and maps and use personal experiences to help create a recount or directions for a toy bus.</p> <p>Greeting Cards & Letters: People Who Help Us 3 weeks</p> <p>Be inspired by sharing thoughts, ideas and questions about people who help us, including vets, dentists and the Emergency Services. Enjoy reading the texts <i>The Very Helpful Hedgehog</i> and <i>Dog Eat Dog</i> to help create a thank you card for someone who cares for us at home.</p>



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WRITING Key Texts	<p>Labels & Captions: Ourselves: Ourselves & Our Families It's Okay to be Different by Todd Parr Do you like? By Ruth Merrttens Peace at last by Jill Murphy The Great Big Book of Families by Mary Hoffman and Ros Asquith.</p> <p>Poems: Can you walk or tiptoe? I really want to be a cat Tiny Tim by Hamilton Trust Reader</p> <p>Story Sequence & Captions: Space Whatever Next by Jill Murphy Toys in Space by Mini Grey Kids First Big Book of Space by Catherine D Hughes and David Aguilar Here Come the Aliens by Colin McNaughton Man on the Moon by Simon Bartram</p> <p>Poems: Astronauts and Rocket Ship Twinkle Twinkle Little Star 5 Little Men in a Flying Saucer</p>	<p>List & Labels: Autumn Leaves Leaf Man by Lois Ehlert</p> <p>Poem: Five Little Leaves by Anon but adapted by Hamilton Brookes</p> <p>Prepositions & Descriptors: Celebrating Light & Dark Diwali Bears in the Night by Stan and Jan Berenstain The Owl who was Afraid of the Dark by Jill Tomlinson Let's Celebrate 5 days of Diwali by Ajanta Chakraborty The story of Rama and Sita (Hamilton Group Reader) Let's Celebrate 5 days of Diwali by Ajanta Chakraborty Rama and Sita by Malachy Doyle</p> <p>Poems: Penny for the Guy Hamilton resource Firework Party Hamilton resource</p> <p>Letters: Christmas & Winter Traditions The Jolly Christmas Postman by Janet & Allan Ahlberg; Christmas in Exeter Street by Diana Hendry and John Lawrence Dear Santa by Rod Campbell Harvey Slumfenburger's Christmas Present by John Burningham Animated Tale: The Christmas Present</p> <p>Poems & Songs: Based on Christmas & Winter</p>	<p>Labels & Captions: Pick Up a Stick Stanley's Stick by John Hegley Stick Man by Julia Donaldson</p> <p>Optional: Not a Stick by Antoinette Portis</p> <p>Poem: One, Two, Buckle my Shoe: Watch online at bbc.co.uk</p> <p>Traditional Tales: Homes & Houses The 3 Billy Goats Gruff by John Hegley Stick Man by Julia Donaldson The 3 Little Pigs (Hamilton story telling) & by Nicola Baxter Goldilocks & The 3 Bears by Susanne Davidson Goldilocks & Just the One Bear by Leigh Hodgkinson Not a Stick by Antoinette Portis</p> <p>Poems: One, Two, Buckle my Shoe: Watch online at bbc.co.uk Build a Little House When Goldilocks went to the House of the Bears</p> <p>Captions & Banners: Dragons and Chinese New Year Tell Me A Dragon by Jackie Morris The Dragon Machine by Helen Ward and Wayne Anderson</p> <p>Poem: Custard the Dragon by Ogden Nash</p>	<p>Labels & Non-Fiction Writing: Spring into Spring! Wakey-Wakey (Group Reader) That's Not a Daffodil by Elizabeth Honey The Odd Egg by Emily Gravett The Egg Drop by Mini Grey Information books about Holi</p> <p>Poems: Spring-time Flowers by anon Five Little Ducks - Traditional Rhyme Hot Cross Buns - Traditional Rhyme</p> <p>Non-Fiction Texts & Stories: Dinosaurs: Owls and Dinosaurs (Hamilton Group Reader) The Dirty Great Dinosaur by Martin Waddell Linus the Vegetarian T. Rex by Robert Neubecker Saturday Night at the Dinosaur Stomp by Carol Diggory-Shields Gigantosaurus by Jonny Duddle</p> <p>Poems: Dinosaur Roar by Paul Stickland The Dino Hokey-Cokey</p>	<p>Simple Report Sequences: Animal Life Cycles The Very Hungry Caterpillar by Eric Carle Caterpillars and Butterflies by Stephanie Turnball Tadpole's Promise by Jeanne Willis Tadpoles and Frogs, by Anna Millbourne; Elver the Eel (Hamilton Group Reader)</p> <p>Poems: The Busy Caterpillar by anon Five Little Tadpoles by anon</p> <p>Descriptive Writing: Superheroes Superheroes - All Sorts (Hamilton Group Reader) Super Daisy by Kes Gray My Mum is a Supermum by Angela McAllister Superworm by Julia Donaldson Supertato by Sue Hendra</p> <p>Poems: We are all superheroes by anon</p> <p>Short Stories: Fairy Tales A traditional version of Sleeping Beauty, Jack & The Beanstalk & Hansel and Gretel Sleeping Beauty Hamilton Group Reader Jim and the Beanstalk by Raymond Briggs Mixed Up Fairy Tales by Hilary Robinson</p> <p>Poems: Golden Slumber; Rock-a-bye baby; sleep, baby Sleep - Traditional On my face I have a nose</p>	<p>Lists, Labels & Instructions: Growing Plants The Tiny Seed by Eric Carle Jasper's Beanstalk by Nick Butterworth Oliver's Vegetables by Vivian French Oliver's Fruit Salad by Vivian French Grass for Tea (Hamilton Group Reader) Seed to Sunflower by Camilla de la Bedoyere</p> <p>Poems: Little Brown Seeds by Anon, words and actions from youtube.com One Tomato, Two Tomato by Anon, from: bbc.co.uk/learning</p> <p>Lists, Maps & Recounts: Transport You Can't Take an Elephant on the Bus by Patricia Cleveland-Peck Mrs Armitage on Wheels by Quentin Blake The Hundred Decker Bus by Mike Smith Naughty Bus by Jan Oke The Train Ride by June Crebbin</p> <p>Poems: Bicycling by anon This is The Way We Cross the Road, sung to the tune of Here we go round the Mulberry Bush</p> <p>Greeting Cards & Letters: People Who Help Us The Very Helpful Hedgehog by Rosie Wellesley Dog Eat Dog (Hamilton Group Reader) People Who Help Us-Vet, People Who Help Us-Dentist, People Who Help Us-Firefighter & People Who Help Us-Police Officer, all by Rebecca Hunter</p> <p>Poems: Three Little Kittens Appley Daply's Nursery Rhymes Old MacDonald Had a Farm The Animals Went in Two by Two End of a Girl's First Tooth The Laughing Policeman Fireman Sam Five Brave Firefighters</p>



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	ONCE UPON A TIME & ME	CELEBRATIONS	AROUND THE WORLD	OUR GREEN & BLUE WORLD	AMAZING ANIMALS	THE GREAT OUTDOORS
MATHS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>We use NCTEM resources and children experience a rich variety of outdoor maths lessons.</i></p> <p><i>We use Numberblocks to support teaching and learning.</i></p>	<p>Early Mathematical Experiences</p> <ul style="list-style-type: none"> - Counting rhymes & songs - Classifying objects based on one attribute - - Matching equal & unequal sets - Comparing objects & sets. - Subitising. - Ordering objects & sets / introduce manipulatives - Number recognition - 2D Shapes. <p>Pattern and early number</p> <ul style="list-style-type: none"> - Recognise, describe, copy & extend colour and size patterns - Count & represent the numbers 1 to 3 - Estimate & check by counting - Recognise numbers in the environment. - A number a week. 	<p>Numbers within 6</p> <ul style="list-style-type: none"> - Count up to six objects - One more or one fewer - Order numbers 1 – 6 - Conservation of numbers within six <p>Addition and subtraction within 6</p> <ul style="list-style-type: none"> - Explore zero - Explore addition & subtraction <p>Measures</p> <ul style="list-style-type: none"> - Estimate, order compare, discuss & explore capacity, weight & lengths <p>Shape and sorting</p> <ul style="list-style-type: none"> - Describe, & sort 2-D & 3-D shapes - Describe position accurately <p>Calendar and time</p> <ul style="list-style-type: none"> - Days of the week, seasons - Sequence daily events 	<p>Numbers within 10</p> <ul style="list-style-type: none"> - Count up to ten objects - Represent, order & explore numbers to ten - One more or fewer, one greater or less <p>Addition and subtraction within 10</p> <ul style="list-style-type: none"> - Explore addition as counting on & subtraction as taking away <p>Numbers within 15</p> <ul style="list-style-type: none"> - Count up to 15 objects & recognise different representations - Order & explore numbers to 15 - One more or fewer 	<p>Grouping and sharing</p> <ul style="list-style-type: none"> - Counting & sharing in equal groups - Grouping into fives & tens - Relationship between grouping & sharing <p>Numbers within 20</p> <ul style="list-style-type: none"> - Count up to 10 objects - Represent, order & explore numbers to 15 - One more or fewer <p>Doubling and halving</p> <ul style="list-style-type: none"> - Doubling & halving, & the relationship between them 	<p>Shape and pattern</p> <ul style="list-style-type: none"> - Describe & sort 2-D and 3-D shapes - Recognise, complete & create patterns <p>Addition and subtraction within 20</p> <ul style="list-style-type: none"> - Commutativity - Explore addition & subtraction - Compare two amounts - Relationship between doubling & halving <p>Money</p> <ul style="list-style-type: none"> - Coin recognition & values - Combinations to total 20p - Change from 10p <p>Measures</p> <ul style="list-style-type: none"> - Describe capacities - Compare volumes - Compare weights - Estimate, compare and order lengths 	<p>Depth of numbers within 20</p> <ul style="list-style-type: none"> - Explore numbers & strategies - Recognise & extend patterns - Apply number, shape & measures knowledge - Count forwards & backwards <p>Numbers beyond 20</p> <ul style="list-style-type: none"> - One more one less - Estimate & count - Grouping & sharing

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	ONCE UPON A TIME & ME	CELEBRATIONS	AROUND THE WORLD	OUR GREEN & BLUE WORLD	AMAZING ANIMALS	THE GREAT OUTDOORS
UNDERSTANDING THE WORLD	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.					
ELG: PAST & PRESENT	COMPUTING Past & Present	HISTORY Adventures Through Time Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.		HISTORY Peek into The Past Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.		
ELG: PEOPLE, CULTURE & COMMUNITIES	GEOGRAPHY Exploring Maps Exploring maps through discussion, story-telling, games and creative activity		GEOGRAPHY Around The World Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences.		COMPUTING People, Cultures & Community	GEOGRAPHY Outdoor Adventures Using the senses to explore and describe the natural world around them whilst outside; understanding the effect of the changing seasons
ELG: THE NATURAL WORLD		SCIENCE Changing Seasons Observing how the natural world transforms through the year and recognising how these changes affect the weather, plants and animals.	SCIENCE Changing Seasons Observing how the natural world transforms through the year and recognising how these changes affect the weather, plants and animals	SCIENCE I am a Scientist Encouraging curiosity, the children explore the natural world through hands-on investigation, discovering how processes and changes occur around us. COMPUTING The Natural World	SCIENCE Animal Adventures Exploring animals big and small on the school grounds and further afield, identifying similarities and differences and sorting animals into groups.	SCIENCE Changing Seasons Observing how the natural world transforms through the year and recognising how these changes affect the weather, plants and animals.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME & ME	CELEBRATIONS	AROUND THE WORLD	OUR GREEN & BLUE WORLD	AMAZING ANIMALS	THE GREAT OUTDOORS
EXPRESSIVE ARTS AND DESIGN	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>					
<i>ELG: CREATING WITH MATERIALS</i>	<p>DT Structures: Junk Modelling In this unit, pupils explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.</p>	<p>DT Food: Making Soup In this unit, children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story 'The best pumpkin soup' and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.</p>	<p>DT Textiles: Bookmarks Pupils develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.</p>		<p>COMPUTING Creating & Materials</p>	<p>DT Structures: Boats In this unit, children explore what is meant by 'waterproof,' 'floating,' and 'sinking,' then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of EYFS boats and ships before investigating their shape and structures to build their own.</p> <p>COMPUTING Creating & Materials</p>
<i>ELG: BEING IMAGINATIVE & EXPRESSIVE</i>	<p>MUSIC – Me!</p>	<p>ART & DESIGN Drawing: Marvellous Marks Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p> <p>Music My Stories!</p>	<p>COMPUTING Being Imaginative & Expressive</p> <p>MUSIC Everyone!</p>	<p>ART & DESIGN Painting & Mixed Media: Paint My World Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art</p> <p>MUSIC Our World</p>	<p>ART & DESIGN Sculptures and 3D: Creation Station Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p> <p>MUSIC Big Bear Funk</p>	<p>MUSIC Reflect, Rewind & Replay</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPICS	ONCE UPON A TIME	CELEBRATIONS	AROUND THE WORLD	OUR GREEN & BLUE WORLD	AMAZING ANIMALS	THE GREAT OUTDOORS
BRITISH VALUES ASSEMBLIES / SHARING CIRCLES	<p>Mutual Respect</p> <ul style="list-style-type: none"> - We are all unique. - We respect differences between different people and their beliefs in our community, in this country and all around the world. - All cultures are learned, respected, and celebrated. -To know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences 	<p>Mutual Tolerance</p> <ul style="list-style-type: none"> - Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. - Mutual tolerance of those with different faiths and beliefs and for those without faith. 	<p>Rule of Law</p> <ul style="list-style-type: none"> - We all know that we have rules at school that we must follow. - We know who to talk to if we do not feel safe. - We know right from wrong. - We recognise that we are accountable for our actions. - We must work together as a team when it is necessary. -Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. -Collaborate with children to create the rules and the codes of behaviour e.g. to agree the rules about tidying up 	<p>Individual Liberty</p> <ul style="list-style-type: none"> - We all have the right to have our own views. - We are all respected as individuals. - We feel safe to have a go at new activities. - We understand and celebrate the fact that everyone is different. 	<p>Democracy</p> <ul style="list-style-type: none"> -Demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands/book vote. -Provide activities that involve turn-taking, sharing and collaboration -Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued. - We all have the right to be listened to. - We respect everyone and we value their different ideas and opinions. - We have the opportunity to play with who we want to play with. - We listen with intrigue and value and respect the opinions of others. 	<p>Recap all British Values</p> <ul style="list-style-type: none"> - Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. - Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> • RBA Baseline data on entry • Bug Club Phonics assessment • EYFS team meetings and local cluster moderations and LCC training 	<ul style="list-style-type: none"> • Phonics assessment • End of term assessments • Pupil progress meetings • Parents evening info • EYFS team meetings • Cluster meetings 	<ul style="list-style-type: none"> • Phonics assessment • GLD Projections for end of year • EYFS team meetings • Cluster meetings • EYFS network meetings 	<ul style="list-style-type: none"> • Phonics assessment • End of term assessments • Pupil progress meetings • Parents evening info • EYFS team meetings 	<ul style="list-style-type: none"> • Phonics assessment • Pupil progress meetings • EYFS team meetings • Cluster meetings 	<ul style="list-style-type: none"> • Phonics assessment • Pupil progress meetings • End of year data • EYFS team meetings
PARENTAL INVOLVEMENT	<ul style="list-style-type: none"> • Welcome Meeting • Harvest Assembly • Reception Blog Seesaw • Phonics Workshop • Welcome Mass 	<ul style="list-style-type: none"> • Nativity • Parents Evening • Reception Blog • Seesaw • Mass 	<ul style="list-style-type: none"> • Maths workshop • Seesaw • Mass 	<ul style="list-style-type: none"> • Parents Evening • Art workshop afternoon 	<ul style="list-style-type: none"> • Stay and play • Seesaw 	<ul style="list-style-type: none"> • Parents Evening • Mass

EARLY LEARNING GOALS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT!

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 	<p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <p>ELG: Managing Self</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs 	<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases - Use a range of small tools, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing 	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Anticipate – where appropriate – key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play <p>ELG: Word Reading</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs - Read words consistent with their phonic knowledge by sound-blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words <p>ELG: Writing</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others. 	<p>ELG: Number</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts <p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 	<p>ELG: Past and Present</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society - 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 <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps <p>ELG: The Natural World</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music