



EYFS – Curriculum Connections

The EYFS framework is structured differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. There are three prime areas of learning, which are particularly important for each child's development and future learning and four specific areas of learning, through which the prime areas are strengthened and applied.

EYFS Areas of Learning	
Personal, Social and Emotional Development	Prime Areas of Learning
Communication and Language	
Physical Development	
Literacy	Specific Areas of Learning
Mathematics	
Understanding the World	
Expressive Arts and Design	

Each Area of Learning is divided into aspects and these aspects provide the foundations for National Curriculum subjects that will be studied from Year 1 onwards. The table below outlines how the skills taught across EYFS feed into the National Curriculum and prepare children for the demands and challenges of our school's KS1 curriculum.

	EYFS	Year 1
	PSED	PSHE
ELG 1 Self-Regulation	<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. 	Being Me in My World Through the delivery of the schools' PSHE programme, Jigsaw, Yr1 pupils will be taught about: <ul style="list-style-type: none"> ✓ Rights and responsibilities ✓ Rewards and feeling proud ✓ Consequences ✓ Owning the school's learning charter
ELG 2 Managing Self	<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. 	Through the delivery of the schools' PSHE programme, Jigsaw, Yr1 pupils will be taught about: <p>Dreams and Goals</p> <ul style="list-style-type: none"> ✓ setting goals ✓ identifying success and achievements ✓ working well with a partner ✓ tackling new challenges ✓ identifying and overcoming obstacles <p>Healthy Me</p> <ul style="list-style-type: none"> ✓ keeping myself healthy ✓ healthy lifestyle choices ✓ keeping clean ✓ being safe ✓ medicine Safety ✓ road Safety ✓ linking health and happiness <p>Design and Technology – Food and Nutrition (Exploring food senses and vitamins in food).</p> <ul style="list-style-type: none"> ✓ Understand the importance of including a different range of different vegetables in a diet. ✓ Make a healthy snack by peeling, chopping, grating, seasoning and breadcrumbing a range of vegetables.

<p style="text-align: center;">ELG 3 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>Being me in my World</p> <p>Through the delivery of the school's PSHE programme, Jigsaw, Year 1 pupils will be taught about:</p> <ul style="list-style-type: none"> ✓ feeling special and safe ✓ being part of a class ✓ relationships ✓ belonging to a family ✓ being a good friend to myself ✓ making friends and how to be a good friend ✓ physical contact preferences ✓ people who help us ✓ qualities as a friend and as a person ✓ celebrating special relationships
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	EYFS	Year 1
ELG 4 Listening, Attention and Understanding	Communication and Language	English
	<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. 	Spoken Language Yr1 pupils will be taught to: <ul style="list-style-type: none"> ✓ listen and respond appropriately to adults and their peers ✓ ask relevant questions to extend their understanding and knowledge ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ✓ articulate and justify answers, arguments and opinions ✓ gain, maintain and monitor the interest of the listener(s) ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others
ELG 5 Speaking	<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. 	Spoken Language Yr1 pupils will be taught to: <ul style="list-style-type: none"> ✓ participate in discussions, presentations, performances, role play, improvisations and debates ✓ articulate and justify answers, arguments and opinions ✓ use relevant strategies to build their vocabulary ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others ✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

	EYFS	Year 1
	Physical Development	Physical Education
ELG 6 Gross Motor Skills	<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>Yr1 Readiness</p> <ul style="list-style-type: none"> I can handle equipment with increasing control. (Balls, bats etc). I can move rhythmically to music. I can run at different speeds in different directions. I can work alone and as part of a team. I can share space and equipment with others. I can remember the names of 5 basic shapes in gymnastics, I can play games in competitive and non-competitive situations. I can throw and catch a ball with some control and accuracy. 	<p>Year 1 children will be taught:</p> <p>Fundamentals</p> <ul style="list-style-type: none"> ✓ running, jumping, co-ordination, balance, ✓ agility and throwing and catching <p>Dance</p> <p>Ball skills</p> <ul style="list-style-type: none"> ✓ control, co-ordination, dribbling and throwing and catching. <p>Fitness</p> <ul style="list-style-type: none"> ✓ speed & agility, strength and power ✓ cardiovascular & muscular endurance <p>Gymnastics</p> <ul style="list-style-type: none"> ✓ shapes, balance, methods of travelling, beam & balancing, vault and climbing & performing <p>Athletics</p> <ul style="list-style-type: none"> ✓ sprints, long and triple jump, shot put, discus and javelin and long-distance running <p>Teambuilding</p> <ul style="list-style-type: none"> ✓ co-operation, communication and problem solving.

ELG 7
Fine Motor Skills

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Handwriting – pupils will learn to:

- ✓ sit correctly at a table, holding a pencil comfortably and correctly
- ✓ form lower-case letters in the correct direction, starting and finishing in the right place
- ✓ form capital letters
- ✓ form digits 0-9

Art and Design - Drawing

- ✓ explore materials and tools for mark making

Art and Design - Painting

- ✓ explore mark making with paint using primary colours

Design and Technology - Mechanisms and Structures

- ✓ explore levers and sliders to make a picture move.
- ✓ create and build freestanding structures.

Design and technology - Textiles

- ✓ explore different ways to join fabrics together using a range of small tools.
- ✓ use scissors to cut out templates from different material.

	EYFS	Year 1
	Literacy	English
ELG 8 Literacy Comprehension	<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, nonfiction, rhymes and poems and during role play. <p>Yr1 Readiness</p> <ul style="list-style-type: none"> • I can retell stories using my own words • I can discuss key events in stories • I can predict what might happen next in stories I can use new words I have learnt when talking about stories, rhymes, poems and real life 	<p>Reading Comprehension Using the school's approach to the teaching of WCR and the school's reading for pleasure agenda, Yr1 pupils will be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ✓ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ✓ being encouraged to link what they read or hear read to their own experiences ✓ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ✓ recognising and joining in with predictable phrases ✓ learning to appreciate rhymes and poems, and to recite some by heart ✓ discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ✓ drawing on what they already know or on background information and vocabulary provided by the teacher ✓ checking that the text makes sense to them as they read and correcting inaccurate reading ✓ discussing the significance of the title and events ✓ making inferences on the basis of what is being said and done ✓ predicting what might happen on the basis of what has been read so far ✓ participate in discussion about what is read to them, taking turns and listening to what others say ✓ explain clearly their understanding of what is read to them.

<p style="text-align: center;">ELG 9 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>Yr1 Readiness</p> <ul style="list-style-type: none"> • I can match sounds to letters for speed sound set 1 and set 2 • I can use sounds the sounds I know to read simple words • I can read words and sentences linked to RWi purple storybooks • I can read red words from red, green and purple storybooks 	<p>Word Reading Using Little Wandle Phonics and the school's approach to the teaching of WCR, Yr1 pupils will be taught to:</p> <ul style="list-style-type: none"> ✓ apply phonic knowledge and skills as the route to decode words ✓ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ✓ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ✓ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ✓ read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings ✓ read other words of more than one syllable that contain taught GPCs ✓ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ✓ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading.
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- 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.

Yr1 Readiness:

- I can hold my pencil using the tripod grip I can write most letters of the alphabet forming them correctly
- I can spell words by listening to the sounds and matching the correct letter or letters
- I can write simple phrases and sentences that others can read

Handwriting – Yr1 pupils will learn to:

- ✓ sit correctly at a table, holding a pencil comfortably and correctly
- ✓ form lower-case letters in the correct direction, starting and finishing in the right place
- ✓ form capital letters
- ✓ form digits 0-9
- ✓ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

Writing – Transcription

Using Little Wandle Phonics and the school's approach to the teaching of spelling, Yr1 pupils will learn to:

- ✓ spell words containing each of the 40+ phonemes already taught
- ✓ spell common exception words
- ✓ spell the days of the week
- ✓ name the letters of the alphabet: name the letters of the alphabet in order
- ✓ use letter names to distinguish between alternative spellings of the same sound
- ✓ add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- ✓ use the prefix un–
- ✓ use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- ✓ apply simple spelling rules and guidance, as listed in English Appendix 1
- ✓ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Writing – Composition

Following the school's English writing curriculum Yr1 pupils will be taught to write sentences by:

- ✓ saying out loud what they are going to write about
- ✓ composing a sentence orally before writing it

- ✓ sequencing sentences to form short narratives
- ✓ re-reading what they have written to check that it makes sense
- ✓ discuss what they have written with the teacher or other pupils
- ✓ read aloud their writing clearly enough to be heard by their peers and the teacher

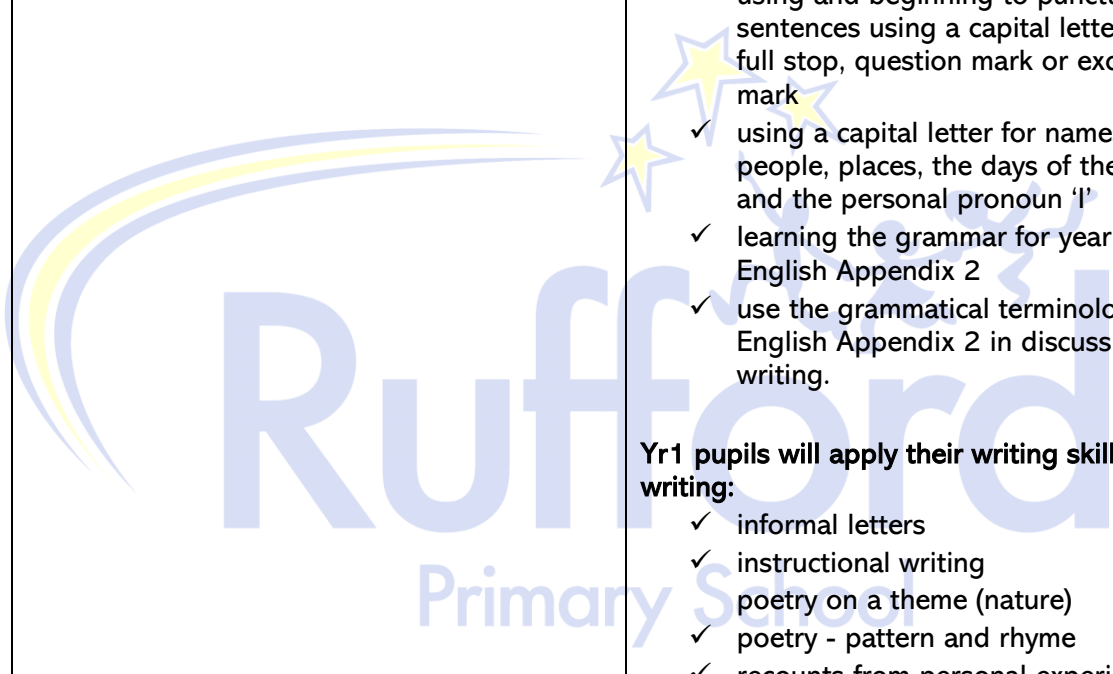
Writing – Vocabulary, Grammar and Punctuation.

Yr1 pupils develop their understanding of the concepts set out in English Appendix 2 by:

- ✓ leaving spaces between words
- ✓ joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- ✓ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- ✓ learning the grammar for year 1 in English Appendix 2
- ✓ use the grammatical terminology in English Appendix 2 in discussing their writing.

Yr1 pupils will apply their writing skills when writing:

- ✓ informal letters
- ✓ instructional writing
- ✓ poetry on a theme (nature)
- ✓ poetry - pattern and rhyme
- ✓ recounts from personal experience
- ✓ setting descriptions
- ✓ shape poems and calligrams
- ✓ stories with familiar settings



ELG 11 Number	EYFS	Year 1
	Mathematics	Mathematics
	<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>YR1 Readiness</p> <ul style="list-style-type: none"> • I can read and recognise digits 0-9 • I can match the correct digit to a set of objects I can look at a set of objects (up to 5) and say how many is in the set without counting • I can recall all number bonds to 5 • I can recall all double facts up to 10 • I know most number bonds up to 10 • I can add and subtract 1-digit numbers to 10 	<p>Number and Place Value</p> <ul style="list-style-type: none"> ✓ Read and write numbers from 1 to 20 in numerals and words. ✓ Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. ✓ Given a number, identify one more and one less. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> ✓ Represent and use number bonds and related subtraction facts within 20. ✓ Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. ✓ Add and subtract one-digit and twodigit numbers to 20, including zero. ✓ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.

ELG 12
Numerical Patterns

- 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.

YR1 Readiness:

- I can count beyond 20
- I can compare quantities using the term greater and less than
- I can compare quantities recognising when they are the same
- I can count in 2's to 10
- I can recognise even numbers to 10
- I can recognise odd numbers within 10
- I can recall all double facts up to 10

Number and Place Value

- ✓ Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- ✓ Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.

Number and Place Value

- ✓ Given a number, identify one more and one less.
- ✓ Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Number and Place Value

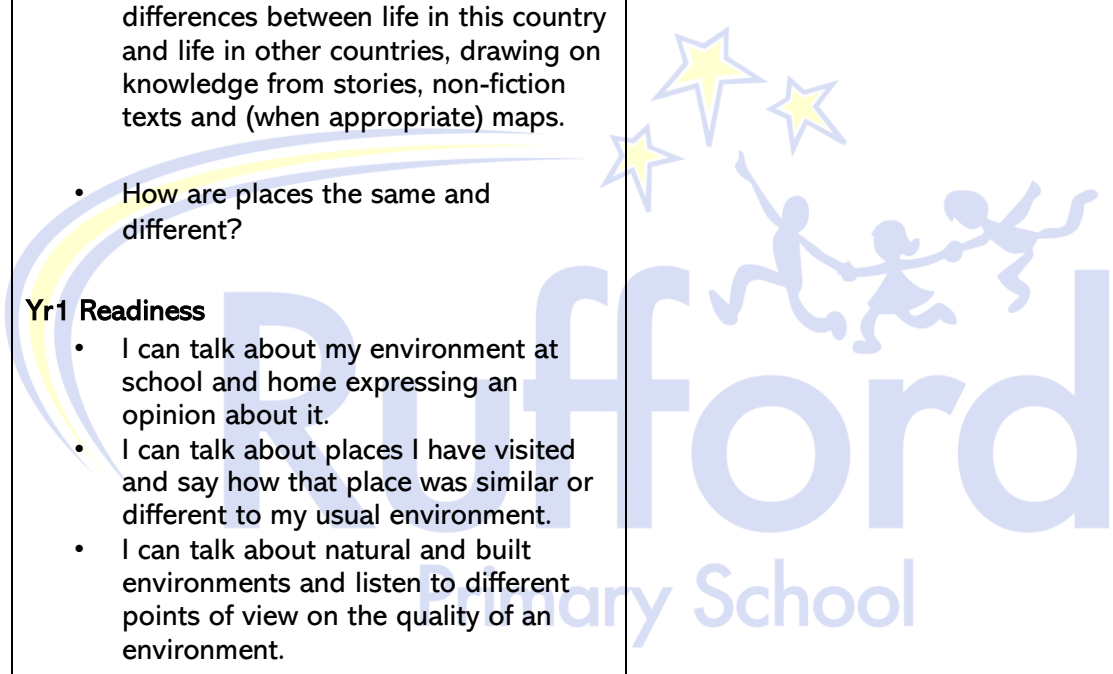
- ✓ Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.

Multiplication and Division

- ✓ Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

ELG 13 Past and Present	EYFS	Year 1
	Understanding the World	History
	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Why do we remember special events? • People from the past? • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • How have I changed? • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Why do we remember special events? <p>Yr1 readiness</p> <ul style="list-style-type: none"> • I can recognise that I have changed since I was a baby and discuss some of those changes • I can talk about what I did yesterday/last week • I can order events in my day • I can talk about things that happened a long time ago, a short time ago and today • I can talk about why we remember special historical events • I can talk about people who help us 	<p>Significant historical events, people, places in our locality</p> <ul style="list-style-type: none"> ✓ Who was Mary Anning and what did she discover? Who is David Attenborough and what has he achieved? ✓ Who was Neil Armstrong and what did he achieve? Compare Neil Armstrong with another astronaut studied. <p>Changes within living memory.</p> <ul style="list-style-type: none"> ✓ How have I grown and changed in my life? How are shops different today compared to a long time ago? <p>Events beyond living memory</p> <ul style="list-style-type: none"> ✓ What happened during the Great Fire of London and how do we know about it? <p>PSHE Changing Me Through the delivery of the school's PSHE programme, Jigsaw, Yr1 pupils will be taught about:</p> <ul style="list-style-type: none"> ✓ lifecycles – animal and human ✓ changes in me ✓ changes since being a baby

ELG 14 (a) People, Cultures and Communities	EYFS	Year 1
	Understanding the World	Geography
	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Where do I live? What are the special places in our community? 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. How are places the same and different? <p>Yr1 Readiness</p> <ul style="list-style-type: none"> I can talk about my environment at school and home expressing an opinion about it. I can talk about places I have visited and say how that place was similar or different to my usual environment. I can talk about natural and built environments and listen to different points of view on the quality of an environment. 	<p>Continents, Oceans Countries of UK</p> <ul style="list-style-type: none"> ✓ How is the United Kingdom organised? <p>Local Study</p> <ul style="list-style-type: none"> ✓ What are the physical and human features of the local area <p>Fieldwork and Map Skills</p> <ul style="list-style-type: none"> ✓ How do we describe position and place? <p>Continents, Oceans Countries of UK</p> <ul style="list-style-type: none"> ✓ How is the World organised? ✓ Where are the hot and cold areas of the world? What are they like?



ELG 14 (b) People, Cultures and Communities	EYFS	Year 1
	Understanding the World	RE
	<ul style="list-style-type: none"> • 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. • Christianity and Judaism – What Makes People Special? • Christianity – What is Christmas? • Christianity – What is Easter? • Hinduism – How do people celebrate? Christianity, Islam, Hinduism, Sikhism – What can we learn from stories? • Christianity, Islam and Judaism – What makes places special 	<p>Christianity</p> <ul style="list-style-type: none"> ✓ What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem? ✓ Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday <p>Judaism</p> <ul style="list-style-type: none"> ✓ Is Shabbat important to Jewish children? Does celebrating Chanukah make Jewish children feel closer to God? <p>Islam</p> <ul style="list-style-type: none"> ✓ Does praying at regular intervals help a Muslim in his/her everyday life? ✓ Does going to a mosque give Muslims a sense of belonging? <p>PSHE</p> <p>Celebrating Differences</p> <p>Through the delivery of the school's PSHE programme, Jigsaw, Yr1 pupils will be taught about:</p> <ul style="list-style-type: none"> ✓ Similarities and differences ✓ Making new friends ✓ Celebrating the differences in everyone

	EYFS	Year 1
<p style="text-align: center;">ELG 15 The Natural World</p>	Understanding the World	Science
	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Animals, including humans – Life Cycles Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Seasonal changes – How do I know the season has changed? • Materials – Which material is best for the job? <p>Yr1 Readiness</p> <ul style="list-style-type: none"> • Can name the parts of a plant – roots, stems, leaves, bulb, flower • Can identify what a plant needs to grow and survive – water and light • Name the four seasons – Autumn, Winter, Spring and Summer • Can discuss why water freezes and know it is called ice • Can discuss why ice melts and know it turns to water • Can use the term floating and sinking accurately • Can name different animals from hot and cold locations and discuss their habitats • Can describe the life cycle of a butterfly • 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. 	<p>Biology Plants</p> <ul style="list-style-type: none"> ✓ What makes a tree? ✓ What makes a plant? <p>Biology Animals, Including Humans</p> <ul style="list-style-type: none"> ✓ How do I know if it's an animal? ✓ How do plants and animals change during the Year? <p>Physics Seasonal Changes</p> <ul style="list-style-type: none"> ✓ What happens when the seasons change? <p>Chemistry Everyday Materials</p> <ul style="list-style-type: none"> ✓ How can I describe this material? <p>PSHE</p> <p>Changing Me Through the delivery of the school's PSHE programme, Jigsaw, Yr1 pupils will be taught about:</p> <ul style="list-style-type: none"> ✓ Lifecycles – animal and human

ELG 16

Creating With Materials

EYFS	Year 1
Expressive Arts and Design	Art/D&T
<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>Yr1 Readiness:</p> <ul style="list-style-type: none">• choose a colour for a purpose• experiment with different media• manipulate materials to achieve a planned effect• select appropriate tools and techniques• design a model before making it• construct for a purpose, using a variety of resources, including construction kits and 'found materials'• select appropriate resources• select tools and techniques needed to shape, assemble and join materials• talk about the size of shapes• use prepositional language.	<p>Drawing</p> <ul style="list-style-type: none">✓ Explore materials and tools for mark making. <p>Painting</p> <ul style="list-style-type: none">✓ Explore mark making with paint using primary colours. <p>Print Making</p> <ul style="list-style-type: none">✓ Explore resist and relief block printing, negative stencils and clay slabs. <p>Textiles</p> <ul style="list-style-type: none">✓ Explore weaving with natural and man-made materials. <p>3D</p> <ul style="list-style-type: none">✓ Use natural and man-made materials.• Create plaster casts from clay impressions. <p>Collage</p> <ul style="list-style-type: none">✓ Explore the visual and tactile qualities of natural and man-made objects. <p>Design and Technology - Mechanisms and Structures</p> <ul style="list-style-type: none">✓ Explore levers and sliders to make a picture move.✓ Create and build freestanding structures. <p>Design and technology - Textiles</p> <ul style="list-style-type: none">✓ Explore different ways to join fabrics together using a range of small tools.✓ Use scissors to cut out templates from different material. <p>Design and Technology – Understanding materials</p> <ul style="list-style-type: none">✓ Explore different properties of materials and combine them to construct.✓ Identify, sort and select materials that can be used in construction.

ELG 17 Being Imaginative and Expressive	EYFS	Year 1
	Expressive Arts and Design	Music
	<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. <p>Yr1 Readiness</p> <ul style="list-style-type: none"> • I can talk about how music makes me feel. • I can sing a wide range of songs and nursery rhymes and make up my own songs. • I can sing in a group or on my own. I can match the pitch and follow the melody of a song. • I can play instruments with increasing control and change the sounds that they make. • I can move in time to music • I can invent, adapt and act out stories 	<p>Reading Comprehension Using the school's approach to the teaching of Whole Class Reading and the school's reading for pleasure agenda, Year1 pupils will be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ✓ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ✓ being encouraged to link what they read or hear read to their own experiences ✓ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ✓ recognising and joining in with predictable phrases ✓ learning to appreciate rhymes and poems, and to recite some by heart <p>Music Through the delivery of the school's music curriculum, Yr1 pupils will be taught to:</p> <ul style="list-style-type: none"> ✓ use their voices expressively and creatively by singing songs and speaking chants and rhymes ✓ play tuned and untuned instruments musically ✓ listen with concentration and understanding to a range of high-quality live and recorded music ✓ experiment with, create, select and combine sounds using the inter-related dimensions of music.