



The Pinnacle Federation – EYFS curriculum

Iron Acton Primary School

2020- 2021

Barn Owl Class

Courage to Care

Every member of the school family takes active care of ourselves, each other, our learning, our community and the environment, even when this is hard.

Listening, nurturing, welcoming, celebrating

At Iron Acton, we are striving to 'have the courage to care'. Every member of the school family takes active care of themselves, each other, our learning, our community and the environment, even when it is hard.

As a church school with close links to St James' Church in the village, it is important that our vision is rooted in biblical teaching. We believe the story of 'The Good Samaritan' (Luke 10: 25-37) demonstrates our vision well.

Our values help us to live out our vision. They are:

Listening – supported by the story of 'Samuel listens to God' (1 Samuel 3)

Nurturing – supported by the story of 'Moses as a child' (Exodus 2: 1-10)

Welcoming – supported by the story of 'The big party' (Luke 14: 7-24)

Celebrating – supported by the story of 'The prodigal son' (Luke 15: 11-32)

At Iron Acton Primary School it is our intent to provide a firm foundation on which all aspects of education are built. The Early Years Foundation Stage (EYFS) provides a broad, balanced curriculum which is wide ranging in approach where the learning environment is motivating, exciting and caring in order to promote children's positive self-esteem and to foster a love of learning. We work in partnership with parents so children develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and a love of learning. We believe all children deserve to be valued as individuals and are passionate in allowing all children to achieve their full, unique potential.

At Iron Acton Primary School we carefully develop our EYFS Curriculum considering unique needs and each stage of development. Our curriculum for the Foundation Stage is based on Prime and Specific areas of learning. The teaching of these areas of learning is practical and playful with support and challenge from adults in class sessions, small group sessions and working with individuals. There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities. Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the characteristics of effective learning. We strive to develop these key principles of "Playing and Learning", "Active Learning" and "Thinking Critically" in order to give the children the skills that they will continue to draw upon throughout their development.

Four guiding principles are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates.

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.

<p>Possible themes / interests / Lines of Enquiry</p>	<p>Settling in – Who we are and our families Harvest (including in the past) Autumn</p>	<p>Celebrations Remembrance Bonfire night Diwali Christmas Past and present</p>	<p>Winter Local area The wider world Chinese New Year</p>	<p>Being healthy (including oral health) Spring Easter</p>	<p>Life cycles and growth Minibeasts Traditional tales</p>	<p>Enquiry – What makes a good show Our village in the past Memories and transition</p>
<p>Linked to Values</p>	<p>Respect Perseverance</p>	<p>Respect Creativity</p>	<p>Perseverance Respect</p>	<p>Respect Perseverance</p>	<p>Creativity Respect</p>	<p>Creativity Respect Perseverance</p>
<p>Possible texts</p>	<p>Here we are by Oliver Jeffers  Owl Babies </p>	<p>Whatever Next by Jill Murphy  Pumpkin Soup </p>	<p>The Nativity Story Diwali Stickman by Julia Donaldson  The magic paintbrush by Julia Donaldson </p>	<p>Oliver’s fruit salad by Vivian French  Tiger who came for Tea  Judith Kerr Rumble in the Jungle </p>	<p>Jack and the Bean Stalk  Jaspers Bean Stalk </p>	<p>The Woolly Bear Caterpillar by Julia Donaldson  Eric Carle books </p>
<p>WOW moments</p>	<p>Church visit Theatre visit</p>	<p>Theatre trip</p>		<p>Bristol Zoo / Wild place visit</p>	<p>Farm Visit</p>	<p>Allotment visit Art Show</p>
<p>Parental engagement opportunities</p>	<p>Home visits Phonics and reading workshop Harvest celebration</p>	<p>Parental workshop Phonics Parents meeting Nativity</p>	<p>Parents book share</p>	<p>Easter celebration</p>	<p>Parental workshop</p>	<p>Class Show</p>
<p>Opportunities for continuous provision</p>	<p>Painting portraits Lego – homes Owl babies small world Apple exploration/ cooking Clay/ bark rubbing/ tools</p>	<p>Pumpkin exploration Rangoli Firework art Christmas grotto Santa’s workshop</p>	<p>Stickmen Floating and sinking Painting Making paintbrushes Chinese curiosity jar</p>	<p>Fruit tasting</p>		

Vocabulary for themes	<ul style="list-style-type: none"> Family, friends, brother, sister, community, grandparents, home, park, library, museum, police, firefighter, nurse. Autumn: change, harvest, combine, crops, vegetables, harvest loaf, giving thanks, colours, fallen, hibernation, crunchy, crisp <p>Weather: clouds, sunshine, rain, foggy, windy, wet, cold</p>	<ul style="list-style-type: none"> Celebration, belief, Diwali, diva, fireworks, remembrance, tradition, Christmas, Jesus, nativity (and associated language), past. 	<ul style="list-style-type: none"> Winter: bare, frosty, dead, snow, ice, cold, nature. Weather related words: clouds, sunshine, rain, snow, ice Countryside, city, town, village, Yate, Bristol, England, United Kingdom, Europe, map, sea, land. China, celebration, dragon, lion, emperor, Chinese food related words. 	<ul style="list-style-type: none"> Balanced diet, fruit, vegetables, 5 a day, well-being, physical and mental health, exercise, healthy, screen time. Toothbrush, toothpaste, gums, dentist, brushing. Spring: bud, blossom, bloom, growth, roots, shoots, germination, new life. Weather related words: clouds, sunshine, rain Easter: belief (some people), reborn, new life, Jesus, cross, forgiveness, Bible, disciples. 	<ul style="list-style-type: none"> Life cycles: frog, tadpole, frogspawn, froglet, butterfly, caterpillar, egg, chrysalis, change, cycle. Mini beasts: worm, spider, woodlice, earwigs, centipede, legs, body, head, antennae, habitat. 	<ul style="list-style-type: none"> Past, show, maypole, competition, display, research, tradition, memory, photograph, website, produce, recipes, model, rosette, certificate. Moving-on, older, transition.
KS1 Enquiries (Year A)	<p>Who helps who? Historian</p> <p>How does IA/Hawksbury change? Autumn</p>	<p>What do artists do? Artist</p> <p>What could my hat be made of? Scientist</p>	<p>How does my school change? Winter</p> <p>Where is my school? Geographer</p>	<p>What am I? Musician/Scientist</p> <p>How do we move around? Engineer</p>	<p>How does my school change? Spring</p> <p>What grows near me? Scientist</p>	<p>How do we play in different ways? Historian</p> <p>How does my school change? Summer</p> <p>What might I do in the future?</p>
KS1 Key vocabulary (Year A)	<p>Present, living memory (recent past), past. • Local • Significant individual • Similarity • Difference • Contribution • Helping others</p> <p>Seasonal related words o Autumn: colours, fallen • Weather related words: o clouds o sunshine o rain</p>	<p>Colour • Pattern • Texture • Line, • Shape • Form • Space</p> <p>Material • Purpose • Function • Fixing • Strengthen</p>	<p>Seasonal related words o Winter: bare, frosty, dead • Weather related words: o clouds o sunshine o rain</p> <p>Globe, Atlas, Map • Key, symbols • Human and physical geography • Similarity and difference • Compare and contrast</p>	<p>Animal • Humans • Mammals, Reptiles, Birds, Amphibians, Fish • Omnivore, carnivore, herbivore • Senses • Sensory organs: ear, eye, tongue, skin, nose</p> <p>Fold • Slide • Pivot • Lever • Locality</p>	<p>Seasonal related words o Spring: bud, bloom, growth • Weather related words: o clouds o sunshine o rain</p> <p>Common • Wild • Root, Stem, Leaves, Flower • Forest, soil, vegetation, garden, seasons and weather • City, town, farm, country</p>	<p>Present: today, now • Near past: yesterday, last week • Far past: years ago, decades ago, generations • Change</p> <p>Seasonal related words o Summer: green, flowers • Weather related words: o clouds o sunshine o rain</p> <p>Cutting • Shaping • Joining • Finishing • Representing</p>
KS1 Enquiries (Year B)	<p>How can we help? Philosopher</p>	<p>What could my classroom be made out of? Scientist</p>	<p>How are schools the same?</p> <p>How do we live a healthy life?</p>	<p>How do we live a healthy life?</p> <p>What is home?</p>	<p>What did Brunel did for Great Britain? Historian/Local history</p> <p>How do plants grow around us? Elicitation and engage</p>	<p>How do plants grow around us?</p> <p>How will get around in the future?</p>
KS1 Key vocabulary (Year B)	<p>Kindness • Charity • Giving • Technique • Modelling • Animation; still, frame • Background/foreground</p>	<p>Everyday materials • Squashing, bending, twisting, stretching. • Cutting, shaping, joining, finishing • Building/Builder • Architecture/Architect • Engineer • Construction</p>	<p>Common classroom objects • Locality • Village, town or city and county • England, Britain, United Kingdom • Names of countries and continents</p> <p>Nutrition • Food • Source • Wild/Farmed • Prepared • Healthy • Balanced • Exercise</p>	<p>Nutrition • Food • Source • Wild/Farmed • Prepared • Healthy • Balanced • Exercise</p> <p>Dead, alive, never alive • Habitats • Micro and Macro • Offspring • Line • Texture</p>	<p>Present: today, now • Past • Significant • Engineer/ing • Strengthening • Evaluation • Improvement</p> <p>Roots, stem, flower, seeds • Continent [names of] • Ocean [names of] • Hot, cold, variable [climate] • Water, light, nutrition</p>	<p>Roots, stem, flower, seeds • Continent [names of] • Ocean [names of] • Hot, cold, variable [climate] • Water, light, nutrition</p> <p>Present: today, now • Past: Years ago, decades ago • Future: 'tomorrow's' • Continents, oceans etc. • Map, atlas • Travel, journey, destination • Soundtrack</p>

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<p>➤ Educational Programme: 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</p>					
	<p>➤ Understand how to listen carefully and why listening is important.</p>	<p>➤ Ask questions to find out more and to check they understand what has been said to them.</p> <p>➤ Develop social phrases.</p> <p>➤ Describe events in some detail.</p>	<p>➤ Engage in non-fiction books</p> <p>➤ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>➤ Use new vocabulary in different contexts.</p>	<p>➤ Use new vocabulary in different contexts.</p>	<p>➤ Connect one idea or action to another using a range of connectives.</p> <p>➤ Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>➤ Consolidation</p>
	<p>Ongoing</p> <p>➤ Learn new vocabulary.</p> <p>➤ Use new vocabulary through the day.</p> <p>➤ Articulate their ideas and thoughts in well-formed sentences.</p>		<p>➤ Listen to and talk about stories to build familiarity and understanding.</p> <p>➤ Learn rhymes, poems, and songs.</p> <p>➤ Engage in story times.</p>		<p>➤ Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>➤ Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	
Personal, Social and Emotional Development	<p>➤ Educational Programme: 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 9 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.</p>					
	<p>➤ See themselves as a valuable individual.</p> <p>➤ Build constructive and respectful relationships.</p> <p>➤ Express their feelings and consider the feelings of others.</p>		<p>➤ Show resilience and perseverance in the face of challenge.</p> <p>➤ Identify and moderate their own feelings socially and emotionally.</p>		<p>➤ Think about the perspectives of others.</p> <p>➤ Manage their own needs.</p>	
	<p><i>These statements have been split to show areas of particular focus each term. These statements will be ongoing throughout the year.</i></p>					
Jigsaw PSHE Theme	<i>Being Me in My World</i>	<i>Celebrating Differences</i>	<i>Dreams and Goals</i>	<i>Healthy Me</i>	<i>Relationships</i>	<i>Changing Me</i>
Physical Development	<p>➤ Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. 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.</p>					

	<ul style="list-style-type: none"> ➤ Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene 	<ul style="list-style-type: none"> ➤ Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling, crawling, walking, jumping, running, hopping, skipping, climbing ➤ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<ul style="list-style-type: none"> ➤ Combine different movements with ease and fluency ➤ Progress towards a more fluent style of moving, with developing control and grace. ➤ Begin to develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> ➤ Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	<ul style="list-style-type: none"> ➤ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. ➤ Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> ➤ 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 ➤ Develop the foundations of a handwriting style which is fast, accurate and efficient.
<p>Ongoing</p> <ul style="list-style-type: none"> ➤ 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. ➤ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ➤ Develop overall body-strength, balance, co-ordination and agility. 						
<p style="text-align: center;">Literacy</p>	<ul style="list-style-type: none"> ➤ Educational Programme: 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) 					
	<ul style="list-style-type: none"> ➤ Read individual letters by saying the sounds for them. ➤ Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 	<ul style="list-style-type: none"> ➤ Read some letter groups that each represent one sound and say sounds for them. ➤ Spell words by identifying the sounds and then writing the sound with letter/s. ➤ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ➤ Form lower-case and capital letters correctly. 	<ul style="list-style-type: none"> ➤ Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. ➤ Re-read what they have written to check that it makes sense. 			
<p>Ongoing</p> <ul style="list-style-type: none"> ➤ Read a few common exception words matched to the school's phonic programme. ➤ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ➤ Form lower-case and capital letters correctly. 						
<p style="text-align: center;">Phonics</p>	<p style="text-align: center;">Phase 1/2</p>	<p style="text-align: center;">Phase 2</p>	<p style="text-align: center;">Phase 2/3</p>	<p style="text-align: center;">Phase 3</p>	<p style="text-align: center;">Phase 4</p>	<p style="text-align: center;">Phase 4</p>
<p style="text-align: center;">Mathematics</p>	<ul style="list-style-type: none"> ➤ Educational Programme: 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. 					

	<ul style="list-style-type: none"> ➤ Early numbers – getting to know you ➤ Match and sort. Compare amounts. Compare size, mass and capacity. Exploring pattern ➤ Representing, comparing and composition of 1,2,3. Circles and triangles. Positional language. ➤ Representing numbers to 5. One more and less. Shapes with 4 sides. Time. ➤ Count objects, actions and sounds. ➤ Subitise ➤ Link the number symbol (numeral) with its cardinal number value ➤ Compare numbers ➤ Understand one more than/ one less than relationship between consecutive numbers. 	<ul style="list-style-type: none"> ➤ Introducing 0. Comparing Numbers to 5. Compare Mass and Capacity. ➤ 6, 7 and 8. Making Pairs. Combining 2 groups. Length and Height. Time. ➤ 6, 7 and 8. Making Pairs. Combining 2 groups. Length and Height. Time. ➤ 9 and 10. Comparing Numbers to 10. Bonds to 10. 3D-Shape. Pattern. ➤ Count beyond 10 ➤ Compare numbers ➤ Explore the composition of numbers to 10 ➤ Automatically recall number bonds to 10. ➤ Select rotate and manipulate shapes in order to develop spatial reasoning skills ➤ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<ul style="list-style-type: none"> ➤ Building Numbers Beyond 10. Counting Patterns Beyond 10. Spatial Reasoning. Match, Rotate, Manipulate. ➤ Adding more. Taking away. Spatial reasoning. Compose and decompose. ➤ Doubling. Sharing and grouping. Even and odd. Spatial reasoning. Visualise and build. ➤ Deepening Understanding. Patterns and relationships. Spatial reasoning. Mapping. ➤ Automatically recall the number bonds for numbers 0-10 ➤ Continue, copy and create repeating patterns. ➤ Compare length, weight and capacity. ➤ Count beyond 10 ➤ <i>Verbally count beyond 20, recognising the pattern of the counting system.</i>
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We follow White Rose Maths Planning and supplement with NCETM and Numberblocks resources

<p style="text-align: center;">Understanding the World</p>	<ul style="list-style-type: none"> ➤ Educational Programme: 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. 					
	<ul style="list-style-type: none"> ➤ Talk about members of their immediate family and community. ➤ Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> ➤ Recognise that people have different beliefs and celebrate special times in different ways. ➤ Understand that some places are special to members of their community. ➤ Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> ➤ Understand the effects of changing seasons on the natural world around them. ➤ Recognise some environments that are different to the one in which they live. ➤ Recognise some similarities and differences between life in this country and life in other countries. ➤ Draw information from a simple map. 	<ul style="list-style-type: none"> ➤ Understand the effects of changing seasons on the natural world around them. ➤ Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> ➤ Explore the natural world around them. ➤ Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> ➤ Comment on images of familiar situations in the past. ➤ Compare and contrast characters from stories, including figures from the past.

<p>Ongoing</p> <ul style="list-style-type: none"> ➤ Understand the effect of changing seasons on the natural world around them. ➤ Describe what they see, hear and feel whilst outside.
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	<ul style="list-style-type: none"> ➤ Explore the natural world around them. 					
Expressive Art and Design	<ul style="list-style-type: none"> ➤ Educational Programme: 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. 					
	<ul style="list-style-type: none"> ➤ Develop storylines in their pretend play. 	<ul style="list-style-type: none"> ➤ Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> ➤ Watch and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> ➤ Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<ul style="list-style-type: none"> ➤ Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> ➤ Create collaboratively sharing ideas, resources and skills.
	Ongoing <ul style="list-style-type: none"> ➤ Sing in a group or on their own, increasingly matching the pitch and following the melody. ➤ Explore, use and refine a variety of artistic effects to express their ideas and feelings. 					