

## Cadmore End C of E School - Reception - Long term plan & Curriculum progression 2021/2022

Topic/ Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Loosing planned with flexibility to engage children's interests wherever possible	<u>All about me</u>	<u>All about me</u>	<u>Kings and Queens</u>	<u>Kings and Queens</u>	<u>Animals</u>	<u>Animals</u>
	My School	Seasons	Chinese New Year	Acts of kindness	Life Cycles (butterflies)	Under the Sea
	My home	Nursery rhyme week	Winter	Science week	Growing (beans and sunflowers)	Looking after our world
	My family	Bonfire night	Bird watch	Book week	Sun safety	Recycling and environment
	My town	Road safety	Valentines Day	Easter		Eid
		Diwali	Pancake Day			
		Remembrance				
		Christmas				

### Key:

Green= Early Learning Goal

Prime Areas

	Communication and language					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Listening and attention</b>	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Understands how to listen carefully and why listening is important. Engage in story time.</p>	<p>Listen attentively in a range of situations.</p> <p>Two-channelled attention - can listen and do for a short span</p> <p>Engage in story time. Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Listens to stories, anticipates key events and responds to what they hear with relevant comments, questions and actions.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Engage in non-fiction books.</p>	<p>Responds appropriately with questions to stories.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Engage in non-fiction books.</p>	<p>To give attention to what others say and respond appropriately while engaged in another activity.</p> <p>Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>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 interaction.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
<b>Speaking</b>	<p>Learn new vocabulary.</p> <p>Talk about themselves.</p> <p>Develop social phrases.</p>	<p>Learn and use new vocabulary through the day.</p> <p>Describe events in some detail</p> <p>Uses language to imagine and recreate roles and</p>	<p>Use new vocabulary in different contexts.</p> <p>Learn and use new vocabulary through the day.</p> <p>Ask questions to find out more and to</p>	<p>Imaginative story telling.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas feelings and events.</p>	<p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Listen to and talk about selected non-</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might</p>

		<p>experiences in play situations.</p> <p>Learn rhymes, poems and songs.</p>	<p>check they understand what has been said to them</p> <p>Articulate their ideas and thoughts in well formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Articulate their ideas and thoughts in well formed sentences.</p>	<p>fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>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>
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	Personal, Social and Emotional Development					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Self Regulation</b>	<p>To be aware of the boundaries set and behavioural expectations in the setting.</p> <p>Identify and moderate their own feelings socially and emotionally. To adjust their behaviour to</p>	<p>To be aware of the boundaries set and behavioural expectations in the setting.</p> <p>To adjust their behaviour to different situations and take changes of routine in their stride.</p>	<p>To adjust their behaviour to different situations and take changes of routine in their stride.</p> <p>To work as part of a group or class. Express their feelings and consider the feelings of</p>	<p>To negotiate and solve problems without aggression.</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>To know that all behaviours can have consequences. For example, if you are unkind to someone they may not want to play with you / if you are helpful and kind to others, they may want to play with you.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait</p>

	different situations and take changes of routine in their stride.	Understands that their actions affect other people, for example; if they hit their friends, they will be sad / if they do something kind for their friends it will make them feel happy.	others. Think about the perspectives of others		Show resilience and perseverance in the face of challenge.	<p>for what they want and control their immediate impulses when appropriate.</p> <p>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>
<b>Managing Self</b>	<p>See themselves as a valuable individual.</p> <p>Selects resources and activities independently.</p> <p>To be aware of the boundaries set and behavioural expectations in the setting.</p> <p>Usually dry and clean during the day.</p> <p>Shows understanding for the need of safety when tackling</p>	<p>Selects resources and activities independently.</p> <p>To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Manage their own needs. Express their feelings and consider the feelings of others.</p>	<p>Eats a healthy range of food stuff and understands need for variety in food.</p> <p>Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.</p> <p>They can dress and undress independently, successfully managing fastening buttons or laces.</p>	<p>Shows some understanding those good practices with regard to exercise, eating, sleeping and hygiene to contribute to good health.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>To show independence in managing own wants and needs.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>To show independence in managing own wants and needs.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>-regular physical activity</li> <li>- healthy eating</li> <li>-toothbrushing</li> <li>- sun safety</li> </ul>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding</p>

	<p>new challenges and considers and manages some risks.</p> <p>Practices appropriate safety measures without direct supervision. Putting things away at the end of the day. Learning to respect resources and use them carefully.</p>		<p>Express their feelings and consider the feelings of others.</p> <p>To show independence in managing own wants and needs.</p>		<p>- sensible amounts of 'screen time'</p> <p>-having a good sleep routine</p> <p>- being a safe pedestrian</p>	<p>the importance of healthy food choices.</p>
<b>Building Relationships</b>	<p>Settling into reception.</p> <p>Initiate conversations, attends to and takes account of what others say.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Learning to turn take.</p>	<p>Speak in a familiar group</p> <p>Build constructive and respectful relationships. Learning to turn take and share fairly.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Speak in a familiar group.</p> <p>Build constructive and respectful relationships Turn taking and sharing fairly.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Turn taking and sharing fairly.</p> <p>Shows awareness of new concepts learned and works alongside others appropriately.</p> <p>Works with peers and can discuss knowledge and understanding of key concepts.</p> <p>Take steps to resolve conflicts.</p>	<p>Take steps to resolve conflicts.</p> <p>Take account of one another ideas about how to organise the activity.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

	Physical Development					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Gross Motor Skills</b>	<p>Negotiating large spaces.</p> <p>They move confidently in a range of ways, safely and negotiating space effectively.</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul> <p>Develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul> <p>Develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Jumps off an object and lands appropriately.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with physical activities.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Remembers sequences of movements.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<b>Fine Motor Skills</b>	Children show good control and	Begin to develop and safely use a range of	Begin to develop and safely use a range of	They handle equipment and tools	Children develop the foundations of a	Hold a pencil effectively in

	<p>coordination in small movements.</p> <p>They handle tools effectively, including pencils for writing</p> <p>Begin to develop and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Children begin to show good control and coordination in small movements.</p> <p>They begin to handle tools effectively, including pencils for writing.</p>	<p>large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Children show good control and coordination in small movements.</p> <p>They begin to handle tools effectively, including pencils for writing.</p> <p>Children begin to develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>effectively, including pencils for writing.</p> <p>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.</p> <p>Children develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>handwriting style which is fast, accurate and efficient.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p>	<p>preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
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### Specific Areas

	Literacy					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Comprehension</b>	<p>Knows that information can be retrieved from books and computers.</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Children read and understand simple sentences.</p> <p>They demonstrate understanding when talking with others about what they have read.</p>	<p>Children read and understand simple sentences.</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Children read and understand simple sentences.</p> <p>They demonstrate understanding when talking with others about what they have read. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Children read and understand simple sentences.</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate - where appropriate - key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay</p>
<b>Word reading</b>	<p>Hears and says the initial sound in words.</p> <p>Knows that information can be retrieved from</p>	<p>Hears and says the initial sound in words.</p> <p>Is beginning to segment the sounds in simple words and</p>	<p>Can segment the sounds in simple words and blend them Together, knowing which letters represent some of them.</p>	<p>Can read words and simple sentences.</p> <p>Enjoys an increasing range of books.</p>	<p>Beginning to read with more fluency when reading words and simple sentences.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their</p>

	books and computers.  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.	blend them together. Is beginning to know which letters represent which sound.  Read some letter groups that each represent one sound and say sounds for them.	Begins to read words and simple sentences.  Read a few common exception words matched to the school's phonic programme	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Enjoys an increasing range of books. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	phonic knowledge by sound blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
<b>Writing</b>	Name writing with independence, forming some letters correctly.  Gives meanings to marks. Writing in salt, sand, shaving foam etc.  Initial sounds Hears and says the initial sound in words, beginning to represent some of these.	Is beginning to segment the sounds in simple words and blend them together.  Links sounds to letters, naming and sounding the letters of the alphabet. Beginning to use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	Is able to orally construct a sentence and beginning to write these down with support.  Links sounds to letters, naming and sounding the letters of the alphabet. Spell words by identifying the sounds and then writing the sound with letter/s.	Is able to orally construct a sentence and beginning to write these down with support.  Attempts to write short sentences in meaningful contexts. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Attempts to write short sentences in meaningful contexts with independence.  Form lower-case and capital letters correctly.	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.

	Mathematics					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Number</b>	Recognising numbers to 10.	Selects the correct numeral to represent	Addition to 10. Records, using marks	To confidently count to 20.	Using a number line	Have a deep understanding of

	<p>Writing numbers to 10.</p> <p>Ordering numbers to 10. Counting objects 1:1 to 10.</p> <p>Selects the correct numeral to represent 1 to 5.</p> <p>Subitise to 5.</p>	<p>1 to 5, then 1 to 10 objects.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Begin to count beyond ten saying numbers in the correct order.</p> <p>Count objects, actions and sounds to 10. Compare numbers.</p> <p>Count groups of objects and find the total.</p>	<p>that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Subitise to 6.</p> <p>Begin to recall number bonds for numbers 0 - 5 and 0-10.</p>	<p>Subtraction from 10.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0 - 5 and 0-10</p>	<p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting and identifying the relevant symbols.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>number to 10, including the composition of each number; - recognise quantities without counting up to 5.</p> <p>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>
<b>Numerical Patterns</b>	<p>Recognising numbers to 10.</p> <p>To say numbers in the correct order to 10</p> <p>Begin to match numerals to quantities to 5 and then 10</p>	<p>To identify 2D shapes and talk about their properties using the relevant mathematical vocabulary.</p> <p>To know that addition involves combining two or more groups of objects.</p>	<p>Explore the composition of numbers to 10.</p> <p>Compare length, weight and capacity.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Prepositions of place Can describe their</p>	<p>To share objects equally.</p> <p>To halve numbers and objects.</p> <p>To double numbers to 10.</p> <p>One more and one less to 20</p> <p>Time Distance</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers. E.g counting forwards/on or counting backwards.</p> <p>To being to count in twos</p> <p>To recognise doubles and halves to 10</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>

	<p>Orders and sequences familiar events.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Orders two or three items by length or height.</p>	<p>To begin to read addition number sentences.</p> <p>To explore patterns in numbers and in the environment. Begin to explore the composition of numbers to 5.</p> <p>3D shapes Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p>	<p>relative position such as 'behind' or 'next to'.</p> <p>Begin to explore Length/height Capacity Patterns Weight</p> <p>Orders two items by weight or capacity.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>Ordering and sequencing</p> <p>Uses everyday language related to time.</p> <p>Measures short periods of time in simple ways.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p>		<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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	Understanding the World					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present	Talk about members of their immediate family and community. How are we the same and different?	<p>Talk about members of their immediate family and community</p> <p>How are we the same and different?</p>	<p>Draw information from a simple map.</p> <p>Recognise some environments that are different to the one in which they live.</p>	To know about similarities, differences between themselves and others and among families, communities and traditions.	To know about similarities, differences between themselves and others and among families, communities and traditions.	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between</p>

	<p>How we look/people in our family/what we do with our family /where we live.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past</p>	<p>Name and describe people who are familiar to them and the jobs that they may do.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p>To know about similarities, differences between themselves and others and among families, communities and traditions.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Understand that some places are special to members of their community</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>
<b>People, Culture and Communities</b>	<p>How are we the same and different? How we look/people in our family/what we do with our family /where we live</p> <p>Enjoys joining in with family customs and routines.</p>	<p>Communicates about special personal events - enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?</p> <p>Begin to know about own and other's cultures (linked to festivals). That we are all different and also deserving of respect. They know about similarities and differences between</p>	<p>What are we good at? They know that other children don't always enjoy the same things, and are sensitive to this.</p>	<p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>Understand that some places are special to members of their community</p>	<p>Do we all celebrate the same festivals? Why not? To know about similarities, differences between themselves and others and among families, communities and traditions.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and tradition</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p>

		themselves and others, and among families, communities and tradition				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.
<b>The Natural World</b>	<p>Looks closely at similarities, differences and patterns and change.</p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them</p> <p>Talk about members of their immediate family and community</p>	<p>To know similarities and differences in relation to places and living things.</p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>To know similarities and differences in relation to places, objects, materials and living things.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>To know similarities and differences in relation to places, objects and materials</p> <p>Comment on images of familiar situations in the past.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>To explore how animals are different to each other.</p> <p>Explore the natural world around them</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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> <p>Understand some important processes and changes in the natural world around them, including the</p>

						seasons and changing states of matter.
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	Expressive Arts and Design					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Creating with Materials</b>	<p>How to use design/creative areas inside and out side</p> <p>Selecting tools carefully and looking after them.</p> <p>Putting resources back safely and neatly.</p> <p>Creates images of themselves and their families</p>	<p>Children learn to self select from the art trolley and to use the resources on the art table to explore their own ideas.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p>Understands that different media can be combined to create new effects.</p> <p>Opportunities to make junk models to explore and develop ideas and to see how to connect different materials securely.</p> <p>Thinks about which colours to use to paint the planets and why. Should they mix colours?</p> <p>Why is one colour chosen over another? Chooses particular colours to use for a purpose.</p> <p>Experiments to create different textures</p>	<p>Comparison of different brushes/techniques and paints/pencils.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Constructs with a purpose in mind, using a variety of resources</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills Selects appropriate resources and adapts work where necessary.</p> <p>Explores what happens. when they mix colours</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories..</p>

<p><b>Being Imaginative and Expressive</b></p>	<p>Creates images of themselves and their families</p> <p>Starts to draw and paint ideas from our topics.</p> <p>To play a range of instruments appropriately.</p> <p>Begins to build a repertoire of songs and dance</p>	<p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Explores the different sounds of instruments.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Increased use of different vocabulary connected to our topic (Kings and Queens) and to our role play.</p> <p>To tap along to the beat of a familiar song.</p> <p>Introduce story line or narrative into play.</p> <p>dListen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Introduce story line or narrative into play</p> <p>Moves to music in our lessons and begins to increase their role play by adding to it with props and movement and speaking.</p> <p>To tap along to the beat of a familiar song.</p> <p>Watch and talk about dance and performance art, expressing their feelings and response.</p>	<p>Children to sustain a narrative, acting out a story.</p> <p>To move body along to the beat of a familiar song.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and try to move in time with music.</p>
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