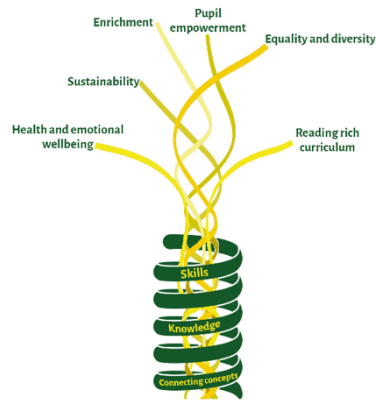


Reception at Kenton Primary School



School makes up an enormous part of a child’s life. Teachers, other adults and children play a major role in making up a child’s experiences, and the opportunities that they have for learning also leave their mark on development. A child’s genetic background will influence their ability to learn, but good educational experiences can enhance these abilities.

Therefore, we need to provide these children with hands-on experiences to ensure that they have been exposed to as many different opportunities to succeed. To enhance their interactions, communication and language and their physical abilities. Hand on learning is learning by doing.

For this reason, we feel that introducing a theme to the children’s learning will present them with new experiences and opportunities to explore new vocabulary whilst also following the children’s interest through the continuous provision. Being mindful that if a particular topic does not capture the child’s interests we have the flexibility to adapt and make changes to ensure that the children are interested and presented with plenty of opportunities for child led learning.

Reception Intent

At Kenton, we believe that early years is the building block to becoming a lifelong learner. We encourage children to be curious, motivated and engaged in their learning so that all children thrive.

At Kenton Primary School our reception classes follow the Early Years Foundation Stage (EYFS) framework. This curriculum is based upon four themes and principles:

Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – Children learn to be strong and independent through positive relationships.

Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The Early Years Foundation Stage (EYFS) is crucial in developing solid foundations that children can build upon in their school journey. It is our intent that children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst developing a positive attitude and learning behaviours. We believe that all children deserve to be valued and supported as individuals and we are incredibly passionate about ensuring all children achieve their full, unique potential.

Children in our reception class follow the EYFS curriculum, which has seven main areas of learning.

The Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts







Reception Implementation

The Early Years curriculum is taught through a combination of adult-led, teacher- taught sessions, alongside a wealth of stimulating continuous provision opportunities. At the heart of the EYFS curriculum are the ‘Characteristics of effective learning.’ At Kenton, we strive to develop these key characteristics of ‘Playing and Learning”, “Active learning” and “thinking critically” to give children the skills they need. We aim to do this by introducing learning characters, linked to our school learning values. This enables us to give children the tools they need to ensure learning is secured and ensures that all children can achieve their best.

Our learning environments, both inside and outside are adapted regularly to meet the needs of the children in our care. We aim to ensure that these areas are always stimulating and exciting and are accessible to all children, regardless of where they are on their learning journey. The environment promotes independence and allows children to access the curriculum confidently with the necessary level of support and challenge.

Reception Impact

We strongly believe in getting to know our children as individuals and we use this knowledge to support our future planning. Within the EYFS Curriculum, children are assessed continuously through observations which are recorded and shared with parents using Seesaw. We strongly value the partnership that we have with parents and carers as we believe having a strong and respectful partnership enables children to thrive!

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Wonderful Me 	Celebrations 	Explorers 	Tell me a story 	My community 	Under the sea 
Characteristics of Effective Learning	Understand others, don't give up, try new things, work hard, concentrate, improve, push yourself, imagine					
British Values	<p>Tolerance, politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum.</p> <p>The importance of rules and laws, - Our pupils are taught to respect the rules in place through different religions.</p> <p>Individual liberty - Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to utilise these safely.</p> <p>Democracy - Pupils are listened and are taught to actively to each other, respecting the right of every individual to have their opinions and voices heard.</p> <p>Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.</p> <p>Tolerance, politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum.</p>					
Memorable Experience		Animal visit	Explorer visit	Gruffalo cinema	Visit from someone from community	Visit to Dawlish beach
Key texts	Five Bears -whole school Funny Bones Dogger Super Duper Yo The Lion inside Incredible You	Kipper Birthday Maisy's Wedding Meg and Mog Nativity Story	The Gruffalo The Gruffalo's Child Room on the Broom Monkey Puzzle A squash and a Squeeze The snail and the Whale	Elmer and the Rainbow After the Storm – Percy Park Keeper Maisy's Wonderful Weather book How do you make a rainbow? Seasons	Awesome ambulances Doctorsaurus Topsy and tim meet the police Real superheroes You can't call an elephant to an emergency Life savers Mr Tick the teacher How a recycling truck works A practical present for Phillipa Pheasant I'm the bin lorry driver The Jolly Postman Mog and the V.E.T When you're fast asleep	The rainbow fish Boo!: A fishy mystery Horray for fish! Tiddler Blobfish The whale who wanted more The storm whale Dolphin boy Commotion in the ocean The big book of the blue Usbourne look inside seas and oceans One day on our planet
Communication and Language	<p>Communication and language underpins and permeates all areas of learning and development.</p> <p>We recognise the crucial role that back and forth interactions play in developing language, understanding and relationships.</p>					

Ongoing - model interactions - 'Good morning, how are you?', provide and expect children to use stem sentences - 'I particularly enjoyed it when..', snack time, daily story times/songs (including nursery rhymes and fiction, non-fiction, rhymes and poems), opportunities to try out and embed new words/wow words wall

-Understand how to listen carefully and why listening is important.
 -Learn new Vocabulary and use it throughout the day.
 -listen to and talk about stories to build familiarity and understanding.

-Articulate their ideas and thoughts in well-formed sentences.
 -Connect one idea or action to another using a range of connectives.
 -Ask questions to find out more and to check they understand what has been said to them.

-Describe events in some detail.
 -Use talk to help work out problems and organise thinking and activities.
 -Explain how things Work and why they might happen.
 -Retell the story, once they

-Use new vocabulary in different contexts.
 -Listen carefully to rhymes and songs, paying attention to how they sound.

-Retelling stories with an increased knowledge of story language and vocabulary.
 -Relate the stories they have listened in their lives and their role-play.
 -Make up their own stories with beginning, middle and end.

Able to talk about own abilities in positive way.

ELG- Listening, Attention and understanding

- 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.
 -Holding conversation in back and forth exchanges with adults and peers.

ELG Speaking

-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.
 -Sharing experiences from their lives using full sentences including use of past, present and future tenses.

Personal, social and emotional development	<p><u>Self-regulation</u> Express their feelings and consider the feelings of others.</p> <p>Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.</p> <p>Develop appropriate ways to be assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Can become engrossed in an activity and finds it difficult to switch attention to another task.</p> <p>Can focus attention in a whole class group for a teaching session, e.g. phonics.</p> <p>Is willing to keep trying if something is difficult or challenging.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Can label and talk about own and others' emotions.</p> <p>Think about the perspectives of others.</p> <p>Responds well to more complex instructions in smaller groups but can need visual reminders in larger groups.</p> <p>Completes set challenges/tasks independently.</p> <p>Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.</p>	<p><u>ELG Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p><u>ELG Self-Regulation</u> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p><u>ELG Self-Regulation</u> 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>
	<p><u>Managing self</u> Show resilience and perseverance in the face of challenge.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability.</p> <p>Perseveres with fastenings on coats and follows instructions to dress and undress for Forest School.</p> <p>Washes hands without reminders.</p>	<p>Manage their own needs.</p> <p>More confident to tackle new challenges and with encouragement will keep going.</p> <p>Follows school and class rules and can talk about their importance.</p> <p>Knows some ways to keep healthy.</p>	<p><u>ELG Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><u>ELG Managing Self</u> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><u>ELG Managing Self</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
	<p><u>Building relationships</u> Build constructive and respectful relationships.</p>	<p>See themselves as a valuable individual. Talk about things they think they are good at or are proud of.</p>	<p><u>ELG Managing Self</u> Work and play cooperatively and take turns with others.</p> <p><u>ELG Managing Self</u></p>

	<p>Is aware of the needs of others but can find it hard to let others take the lead.</p> <p>Interacts with a variety of children and is building good relationships with adults and other children.</p> <p>Is able to identify when another child is upset and respond appropriately.</p> <p>Makes new friends in the class, and talks to adults to share news or as part of an activity.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.</p> <p>Uses words to solve conflicts.</p> <p>Takes turns in group activities. Work and play cooperatively and take turns with others.</p>	<p>Form positive attachments to adults and friendships with peers.</p> <p>ELG Managing Self Show sensitivity to their own and to others' needs</p>
Physical Development	<p>Gross motor Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.</p> <p>Uses large construction to build.</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>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Able to balance on and off equipment.</p> <p>Can jump safely from a piece of equipment.</p>	<p>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.</p> <p>Develop confidence, precision and accuracy when engaging in activities that involve a ball.</p> <p>ELG Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>ELG Gross Motor Skills Demonstrate strength, balance and coordination when playing.</p> <p>ELG Gross Motor Skills Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
	<p>Fine motor Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>Develop the foundations of a hand writing style which is fast, accurate and efficient.</p> <p>Holds a pencil in a tripod grip.</p>	<p>ELG Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>

	<p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons. Attempts to use a tripod grip with some consistency.</p> <p>Often chooses to draw, representing recognisable objects or shapes in work.</p> <p>Use scissors to cut along curved lines, holding scissors in the correct position.</p> <p>Is able to mould and shape clay with fingers and tools.</p>	<p>Uses scissors to cut around more complex shapes, e.g. split pin characters.</p> <p>Has developed dexterity for threading small items and manipulating small objects.</p>	<p>ELG Fine Motor Skills Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>ELG Fine Motor Skills Begin to show accuracy and care when drawing</p>
	<p>Health and self-care Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Further develop the skills they needs to manage the school day successfully:</p> <ul style="list-style-type: none"> - Lining up and queuing - Mealtimes - Personal; hygiene 	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - Regular physical activity - Healthy heating - Tooth brushing - Sensible amounts of ‘screen time’ - Having a good sleep routine - Being a safe pedestrian <p>No ELG relating to Health and Self-Care</p>
<p>Literacy - comprehension</p>	<p>Has a love of stories and listens attentively to story time.</p> <p>Asks questions about stories.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Repeat new vocabulary in a context of a story.</p> <p>Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Is able to talk about the main events in the story and predict what might happen.</p> <p>Can retell a story using role play or small world resources, using some story language.</p>	<p>Answer questions about a text that has been read to them.</p> <p>Begin to predict what might happen next in a story.</p> <p>Begin to use modelled vocabulary during role play for example in the Small World.</p> <p>Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story.</p> <p>Retell or make up own stories using vocabulary that has been learnt.</p> <p>Identifies non-fiction texts, remembering facts.</p>	<p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <p>ELG Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>ELG Comprehension Anticipate – where appropriate – key events in stories.</p> <p>ELG Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
<p>Literacy – word reading</p>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Spot rhymes in familiar stories and poems. • Count or clap syllables in a word. 	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Able to complete a rhyming string. 	<p>ELG Reading Say a sound for each letter in the alphabet and at least 10 diagraphs</p> <p>ELG Reading</p>

	<ul style="list-style-type: none"> Recognise words with the same initial sound. <p>Begin to read individual letters by saying the sounds for them.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Begin to read CVC words containing known letter-sound correspondences.</p> <p>Can match taught graphemes and phonemes.</p> <p>Can blend and read cvc words containing taught sounds.</p> <p>Can read taught CEW words.</p>	<ul style="list-style-type: none"> Begin to sound buttons to identify how many sounds are in a word. Can supply words with the same initial sound for phase 2 single sounds. <p>Recognise all taught sounds, including some digraphs.</p> <p>Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</p>	<p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>ELG Reading</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>			
Literacy - writing	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Writes cvc words using the sounds taught.</p> <p>Says a simple sentence for writing (oral and count words).</p> <p>Writes some lower case letters correctly.</p> <p>Uses some upper case letters e.g. for own name, Mum and Dad.</p> <p>Write own name.</p> <p>Physical Development</p> <p>Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.</p>	<p>Form lowercase letters and capital letters correctly</p> <p>Is starting to write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop.</p> <p>Begin to use capital letters, finger spaces and full stops in independent writing.</p> <p>Read sentences back to an adult to check it makes sense.</p> <p>Writes cvc words and labels using taught sounds.</p> <p>Spells some high frequency tricky words.</p> <p>Physical Development</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Begin to use tripod grip.</p>	<p>Use a capital letter at the beginning of a sentence and a full stop at the end.</p> <p>Use finger spaces most of the time.</p> <p>Is able to write their first name and starting to write their surname independently.</p> <p>ELG Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>ELG Writing</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>ELG Writing</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>ELG Fine Motor</p> <p>Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.</p>			
RWI expected progression	Read single-letter Set 1 sounds. (first 16 sounds)	Read all Set 1 single-letter sounds.	Blend sounds to read words. Read short Ditty stories.	Read Red Storybooks Read Set 1 Special Friends.	Read Green Storybooks Read 4 double consonants.	Read Green Storybooks Read first 6 Set 2 Sounds.

		Blend sounds into words orally. (25 sounds- all set 1 sounds)	(25 sounds)	(31 sounds- including Set 1 special friends)	(35 sounds- including 4 double consonants)	(41 sounds- first 6 Set 2 sounds)
<p>Mathematics (Mastering Number)</p>	<p>Build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <ul style="list-style-type: none"> ● identify when a set can be subitised and when counting is needed ● subitise different arrangements, both unstructured and structured, including using the Hungarian number frame ● make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills ● spot smaller numbers 'hiding' inside larger numbers ● connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers ● hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, 		<p>Continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <ul style="list-style-type: none"> ● continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals ● begin to identify missing parts for numbers within 5 ● explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame ● focus on equal and unequal groups when comparing numbers ● understand that two equal groups can be called a 'double' and connect this to finger patterns ● sort odd and even numbers according to their 'shape' 		<p>Consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <ul style="list-style-type: none"> ● continue to develop their counting skills, counting larger sets as well as counting actions and sounds ● explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame ● compare quantities and numbers, including sets of objects which have different attributes ● continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 ● begin to generalise about 'one more than' and 'one less than' numbers within 10 ● continue to identify when sets can be subitised and when counting is necessary ● develop conceptual subitising skills including when using a rekenrek 	

	<p>seeing that each number is made of one more than the previous number</p> <ul style="list-style-type: none"> develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching begin to develop the language of 'whole' when talking about objects which have parts. 	<ul style="list-style-type: none"> continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern order numbers and play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>Summer 2 –</p> <p><u>ELG Number</u></p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise 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><u>ELG Numerical patterns</u></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 with number's up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p>Understanding the World</p>	<p><u>Past and present</u></p> <p>Comment on images of familiar situations in the past.</p> <p>Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talks about significant historical events and how things were different in the past.</p>	<p><u>ELG Past and Present</u></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p><u>ELG Past and Present</u></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><u>ELG Past and Present</u></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

	<p><u>People, culture and communities</u></p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries. Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali</p>	<p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate different times in different ways. Recognise some similarities and differences between life in this county and life in other countries. Has a wider understanding of the wider world and draws comparisons between own local environment/ community and other places. Looks at, and makes maps, of local environment. Describes a journey within the local environment.</p>	<p><u>ELG People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><u>ELG People, Culture and Communities</u> 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> <p><u>ELG People, Culture and Communities</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>
	<p><u>The natural world</u></p> <p>Draw information from a simple map. Explore the natural world around them. Describes some features of plants and animals and identifies when things are the same and different. Notices, observes and talks about seasonal changes.</p>	<p>Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different to the one in which they live. Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different. Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal.</p>	<p><u>ELG The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><u>ELG The Natural World</u> 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><u>ELG The Natural World</u> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Expressive Arts and Design	<p><u>Creating with materials</u></p> <p>Explore use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Makes some independent choices about the resources needed and talks about creations.</p> <p>Uses different textures in creations and will combine media.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created.</p> <p>Mixes colours to produce different shades and combines materials to create different textures.</p> <p>Is beginning to plan a design before starting. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p>	<p><u>ELG Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>ELG Creating with Materials</u> Share their creations, explaining the process they have used.</p> <p><u>ELG Creating with Materials</u> Make use of props and materials when role playing characters in narratives and stories.</p>

	Cuts along curved lines with scissors and uses moulding tools with malleable materials.					
	Uses a range of shapes and colours to represent observational drawings.					
	<p><u>Being imaginative and expressive</u></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Plays alongside others to develop storylines in role play or small world. Sings familiar songs.</p> <p>Rehearses for, and performs in, the nativity play.</p>		<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p> <p>Plays a range of percussion instruments.</p> <p>Uses instruments to compose own music.</p> <p>Along with others, collects resources to develop own role play storylines.</p>		<p><u>ELG Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p><u>ELG Being Imaginative and Expressive</u> Sing a range of well-known nursery rhymes and songs.</p> <p><u>ELG Being Imaginative and Expressive</u> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	
Festivals	Diwali Yom Kippur Harvest	Remembrance Day Guy Fawkes/Bonfire Night Advent Christmas	Chinese New Year Pancake Day	Mothering Sunday World Book Day St George's Day Internet safety day Easter		Healthy Eating Week World Environment Day
Religious Education	'Why is the word 'God' special to Christians?	Why is Christmas special for Christians?	Why is Easter special for Christians?	Being special: where do we belong?	Which places are special and why?	Which stories are special and why?

Familiar Texts	Familiar Songs
The Gruffalo	Grand old Duke of York
Room on the Broom	Polly had a dolly
The Rainbow Fish	Peter Hammers

Ruby's Worry	How much is that doggy in the window
Aliens love Underpants	5 Currant buns
Stick Man	5 Little Speckled frogs
Lost and Found	5 little men in a flying saucer
Supertato	Little Bo Peep
Six Dinner Sid	Mary, Mary quite contrary
Farmer Duck	Down in the Jungle
Mr Gumpy's Outing	5 little monkeys jumping on a bed
Billy's Bucket	Sleeping bunnies
Dogger	10 in a bed
Tiddler	Hickory Dickory Dock
Funny Bones	Row, row, row your boat
Shark Park	Hey diddle, diddle
Brown Bear, Brown Bear, What do you see?	1,2,3,4,5 once I caught a fish
What do you do with a tail like this?	Baba black sheep
Zog	Mary had a Little Lamb
The Hungry Caterpillar	
Peace at Last.	
Mr Wolf's Pancakes	
Each Peach, Pear Plum	