



Kensington Primary School

Early Years Foundation Stage: Reception

This document sets out the intended learning experiences by half term. It is designed to support practitioners planning and will be adapted to meet the needs, stages and interest of the children through short term planning.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All About Me Friendships and Animals	Space Christmas	Superheroes People who help us	Traditional Tales Easter	Growing Farm animals	Seaside Pirates
Linked texts and RM5 texts	The Something – Rebecca Cobb Owl Babies – Martin Waddell Lost and Found. -Oliver Jeffers Where's my teddy? Jez Alborough The colour monster Have you filled a bucket today Goldilocks and the Three bears The Three Billy Goats gruff British animals (Non Fiction)	Star in a Jar – Sam Hay Whatever Next - Jill Murphy The dinosaur that pooped a planet- Tom fletcher Aliens love pantaclaude – Clare Freedman The dinosaur that pooped Christmas (rhyming) A magical muddle The Christmas Story Back to Earth with a bump The planets (Non Fiction) Dinosaurs (Non Fiction)	Juniper Jupiter – Lizzy Stewart Supertatoe – Sue Hendra Suoerkid – Clare Freedman Super Daisy – Kes Gray Supertatoe vegs assemble Real life superheroes (Non Fiction) Evil Pea Dragons in the city The artic (Non Fiction) Frozen	Little Red – Bethan Woolvin The Meanies The Meanies Party r wolfs pancakes The Easter Journal The Gingerbread Man There was an old dragon that swallowed a knight (rhyming) The life cycle of a chick (Non Fiction)	The Extradordinary gardener – Sam Boughton Jaspers Beanstalk – Nick Butterworth Olivers Vegetables – Vivian French Farmer Duck – Martin Wadell Oscar and the frog At the farm (Non Fiction)	The storm whale Benji Davies Barry the fish with fingers -Sue Hendra Only one you – Linda Krantz The snail and the whale (rhyming) One is a snail 10 is crab The rainbow fish Commotion in the ocean The seaside (Non Fiction)
Poetry	I'm a little hedgehog	A little White snowman	I'm a polar bear	Little red Riding hood Poem	Fuzzy wuzzy Creepy Crawly	Graduation Poem
Trips and wow visits	Sefton Park	Reindeer Lodge	Visits from people who help us – Nurse, dentist, police, firefighters	Library visit Imagine that	Hatching chicks or Butterflies	Crosby beach
RSE All lessons are taught over one week. Any children who are absence will catch up at a later date.	Lesson 1: Caring friendships Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome		Lesson 2: Being Kind Know that arguing with friends and then making up can make friendships stronger Knowing that resorting to violence is never right		Lesson 3: Families Identify different members of the family Understand how members if the family can help each other	
Parents as partners	Welcome parents meetings Stay and Play Stay and Puz zle	Christmas fun day (parent stay and play) Parents Evening Monster Club.– Reading focus Stay and Read	Superhero Day – (Parent stay and Play) Stay and Puzzle	Easter Bonnet parade (parents invited) Parents Evening Monster Club. – Math's focus Stay and Read	Monster Club.– Writing focus Stay and Play Stay and Puzzle	Parents Evening Reception performance Pirate day(parents stay and play) Stay and read
Oral health Foundation – Dental Buddy	Why do we have teeth?		Why we need to visit to the dentist		Making healthy choices (food and drink)	

Progression of Communication and Language Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Listening, Attention and Understanding	<ul style="list-style-type: none"> To understand how to listen carefully. To understand why listening is important. To be able to follow directions. To make connections using their prior knowledge. To begin to learn songs, poems and rhymes. 	<ul style="list-style-type: none"> To engage in story times, joining in with repeated phrases and actions. To listen to and talk about stories building understanding and familiarity. To begin to understand how and why questions. To respond to instructions with more than one step. 	<ul style="list-style-type: none"> To ask questions to find out more and to clarify meaning. To begin to understand humour. To understand a range of complex sentence structures. 	<ul style="list-style-type: none"> To retell a story. To follow a story without pictures or props. To retell a story confidently. To listen to songs, rhymes and poems, paying attention to how they sound. 	<ul style="list-style-type: none"> To understand questions such as who, what, where, when, why and how. 	<ul style="list-style-type: none"> To have conversations with adults and peers with back and forth exchanges. To have a repertoire of songs, rhymes and poems. 	<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 interactions.</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>
Speaking	<ul style="list-style-type: none"> To be confident to talk. To talk to the class teacher and LSAs. To learn new vocabulary. To talk in front of a small group. 	<ul style="list-style-type: none"> To answer questions in front of whole class during lunch surgery. To use new vocabulary through the day 	<ul style="list-style-type: none"> To develop the confidence to talk to other adults they see on a daily basis. To talk in sentences using conjunctions, e.g. and, because. 	<ul style="list-style-type: none"> To answer questions in front of whole class during show and tell sessions. To share their work to the class-standing up at the front. To use new vocabulary in different contexts. To engage with non-fiction books. 	<ul style="list-style-type: none"> To link statements and stick to a main theme. To take turns in longer conversations using well-formed sentences. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To use talk to negotiate and problem solve. 	<ul style="list-style-type: none"> To answer questions in front of whole class about a topic that interests them. To talk to different adults around the school. To talk about why things happen. To talk in sentences using a range of tenses. 	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

Progression of Physical Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Gross Motor Skills	<ul style="list-style-type: none"> Fundamental movements. Develop core strength. Steer large ball with foot. To move safely in a space. To stop safely. To develop control when using equipment. To follow a path and take turns. 	<ul style="list-style-type: none"> Different ways of moving: over/under/backwards/forwards. To adjust speed. Travel with different parts of body on floor. To balance. To run and stop. To change direction. To jump and hop. To explore different ways to travel using equipment. 	<ul style="list-style-type: none"> Balancing and Jumping. Use different balances & jump off equipment. Jump 1 foot to 2 feet, explore 1:2:1 sequence (hopscotch). To work cooperatively with a partner. To roll and track a ball. To dribble using hands. To throw and catch with a partner. 	<ul style="list-style-type: none"> Dance and gym. Put together a sequence of balances and movements. Move to music. To create short sequences using shapes, balances and travelling actions. To balance and safely use apparatus. To jump and land safely from a height. To develop rocking and rolling. To explore traveling around, over and through apparatus. 	<ul style="list-style-type: none"> Throwing and Catching – balls, scarf, hoop. Kick a ball to a target. Bounce ball with a bat. To use counting to help to stay in time with the music when copying and creating actions. To move safely with confidence and imagination, communicating ideas through movement. To explore movement using a prop with control and coordination. To move with control and coordination, expressing ideas. 	<ul style="list-style-type: none"> Team games. Aiming games with balls, hoops, quoits. To kick a ball to a target. To dribble a ball using feet. To develop accuracy when throwing to a target. To develop accuracy when throwing and practise keeping score. To follow instructions and move safely when playing tagging games. To learn to play against an opponent. To play by the rules and develop coordination. 	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

<p>Fine Motor Skills</p>	<ul style="list-style-type: none"> • To use a dominant hand. • To have secure shoulder, wrist and elbow pivot movements. • To develop hand strength. • To mark make using different shapes. • To begin to use a tripod grip when using mark making tools. • To use tweezer to transfer objects. • To thread large beads. • To use large pegs. • To begin to copy letters. • To hold scissors correctly and make snips in paper. 	<ul style="list-style-type: none"> • To begin to use anticlockwise movement and retrace vertical lines. • To hold scissors correctly and cut along a straight and zigzagged lines. • To use a tripod grip when using mark making tools. • To accurately draw lines, circles and shapes to draw pictures. • To hold a fork and spoon correctly. 	<ul style="list-style-type: none"> • To use a tripod grip when using mark making tools. • To hold scissors correctly and cut along a curved line. • To thread small beads. • To use small pegs. • To write taught letters using correct formation. 	<ul style="list-style-type: none"> • To hold scissors correctly and cut out large shapes. • To write letters using the correct letter formation and control the size of letters. 	<ul style="list-style-type: none"> • To hold scissors correctly and cut out small shapes. • To paint using thinner paintbrushes. 	<ul style="list-style-type: none"> • To hold scissors correctly and cut various materials. • To create drawings with details. • To independently use a knife, fork and spoon to eat a range of meals. • To be confident in their skills as a writer. 	<p>Hold a pencil effectively in 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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Progression of Literacy

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension	<ul style="list-style-type: none"> To use pictures to tell stories. To sequence familiar stories. To independently look at books, holding them the correct way and turning pages. 	<ul style="list-style-type: none"> To engage in story times, joining in with repeated phrases and actions. To begin to answer questions about the stories read to them. To enjoy an increasing range of books including fiction, non-fiction, poems. 	<ul style="list-style-type: none"> To act out stories. To begin to predict what may happen in the story. To suggest how a story might end. 	<ul style="list-style-type: none"> To retell a story. To follow a story without pictures or props. To talk about the characters in the books they are reading. 	<ul style="list-style-type: none"> To begin to answer questions about what they have read. To use vocabulary that is influenced by their experiences of books. 	<ul style="list-style-type: none"> To answer questions about what they have read. To know that information can be retrieved from books. 	<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 role-play.</p>
Reading book band							
Word Reading	<p>Sounds: s,a,t,p,l,n,m,d,g,o,c,k,ck,e,u,r,h,b</p> <p>Common exception words: l, no, go, to into, the</p>	<p>Sounds: f,l,ll,ss,j,v,w,x,y,zz,q,u,ch,sh,th,th,ng,oo,ar</p> <p>Common exception words: He, she, me, we, be, you, they, was, her, are, my, all</p>	<p>Sounds: oo,ow, ee, ur, ai, or</p> <p>Common exception words: So, do, out, have, there, said,</p>	<p>Sounds: oa, er, gh,oi, ear, ure</p> <p>Common exception words: Come, some, were, one, little, what, like, when</p>	<p>Sounds: consolidation and application</p> <p>Common exception words: consolidation and application</p> <p>CVCC CCVC CVC+ CCVCC</p>	<p>Sounds: consolidation and application</p> <p>Common exception words: consolidation and application</p> <p>CCVCC+ CVC+ HFW</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

<p>Writing</p>	<ul style="list-style-type: none"> • To copy their name. • To give meanings to the marks they make. • To copy taught letters. • To write initial sounds. • To begin to write CVC words using taught sounds. • To begin to form letters correctly with support. 	<ul style="list-style-type: none"> • To write their name. • To use the correct letter formation of taught letters. • To write words and labels using taught sounds. • To begin to write captions using taught sounds. • To form most taught letters correctly. 	<ul style="list-style-type: none"> • To form lowercase letters correctly. • To begin to write sentences using finger spaces. • To understand that sentences start with a capital letter and end with a full stop. • To spell words using taught sounds. • To spell some taught common exception words correctly. • To form most taught letters correctly. 	<ul style="list-style-type: none"> • To form lowercase letters correctly and begin to form capital letters. • To write sentences using finger spaces and full stops. • To spell words using taught sounds. • To spell some taught tricky words correctly. • To form most taught letters correctly. • To segment and write simple words. 	<ul style="list-style-type: none"> • To form lowercase and capital letters correctly. • To begin to copy letters using a lead in and lead out. • To begin to write longer words which are spelt phonetically. • To begin to use capital letters at the start of a sentence. • To use finger spaces and full stops when writing a sentence. • To spell some taught tricky words correctly. • To begin to read their work back. • Segment and write simple words. • Form letters correctly. 	<ul style="list-style-type: none"> • To form lowercase and capital letters correctly. • To copy letters using a lead in and lead out. • To begin to write longer words and compound words which are spelt phonetically. • To write sentences using a capital letter, finger spaces and full stop. • To spell some taught common exception words correctly. • To read their work back and check it makes sense. • Writes simple sentences. • Forms letters correctly and sits letters on writing line. 	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
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Progression of Mathematics

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Number	<ul style="list-style-type: none"> • To recognise numbers 0-3. • To begin to subitise to 3. • To find one more of numbers to 3. • To find one less of numbers to 3. • To explore the composition of 2 and 3. 	<ul style="list-style-type: none"> • To recognise numbers 0-5. • To begin to subitise to 5. • To find one more of numbers to 5. • To find one less of numbers to 5. • To explore the composition of 4 and 5. 	<ul style="list-style-type: none"> • To recognise numbers 0-7. • To subitise to 5. • To find one more of numbers to 7 • To find one less of numbers to 7 • To explore the composition of 6 and 7 • To match the number to quantity. 	<ul style="list-style-type: none"> • To recognise numbers 0-9. • To explore the composition of 8 and 9. • To revise number bonds to 5. • To know addition facts to make 5. • To find one more of numbers to 9. • To find one less of numbers to 9 • To estimate a number of objects. 	<ul style="list-style-type: none"> • To recognise numbers to 10 and beyond • To explore how to make numbers above ten using tens and ones. • To match the number to quantity. • To practise number bonds to 10. 	<ul style="list-style-type: none"> • To solve simple number problems. • To recap the composition of each number to 10. • To know addition and subtraction facts to 10. • To know doubling facts. 	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (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>
Numerical Patterns	<ul style="list-style-type: none"> • To say which group has more. • To say which group has less. • To compare quantities to 3. • To count to 5. 	<ul style="list-style-type: none"> • To compare quantities to 5. • To compare equal and unequal groups. 	<ul style="list-style-type: none"> • To count to 10. • To count objects to 10. • To compare quantities to 7. • To begin to understand the difference between odd and even numbers up to 7. • To combine two groups of objects. 	<ul style="list-style-type: none"> • To compare quantities to 9. • To explore odd and even numbers. • To order numbers to 10. • To count back from 10. • To combine two groups of objects. • To take away objects and count how many are left. • To find the missing number. 	<ul style="list-style-type: none"> • To double numbers up to 10. • To find half of numbers up to 10. • To share quantities equally. • To combine groups of 2s, 5s and 10s. • To count to 20. • To add numbers. • To subtract numbers. 	<ul style="list-style-type: none"> • To find the missing number. • To order numbers to 20. • To find the missing number in an addition and subtraction sentence problem. • To know that 1, 3, 5, 7 and 9 are odd. • To know that 2, 4, 6, 8, 10 are even. 	<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>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

Shape, Space & Measure	<ul style="list-style-type: none"> •To match objects. •To sort objects. •To compare capacity, length, height, size. •To finish a repeating pattern of 2 objects or colours. •To recognise and name circle and triangle. •To recognise 1p and 2p. •To recognise 1 o'clock, 2 o'clock and 3 o'clock. 	<ul style="list-style-type: none"> •To recognise and name square and rectangle. •To recognise 5p. •To recognise 4 o'clock and 5 o'clock. 	<ul style="list-style-type: none"> •To order objects by height and length. •To order the days of the week. •To measure height using cubes. •To measure time. •To recognise 6 o'clock, 7 o'clock •To begin to name 3D shapes. •To explore the properties of 3D shapes. 	<ul style="list-style-type: none"> •To recognise 8o'clock and 9 o'clock. •To begin to name 3D shapes. •To explore the properties of 3D shapes. 	<ul style="list-style-type: none"> •To measure capacity. •To describe the properties of 3D shapes. •To make pictures with shape arrangements. •To recognise 10p. • 	<ul style="list-style-type: none"> •To add money. •To recognise the time to o'clock. •To finish a repeating pattern. •To make patterns using shapes. •To name and describe 2D and 3D shapes. 	<p>Whilst there are no Early Learning Goals for this area, our pupils will enjoy rich learning opportunities to develop their skills in terms of spatial reasoning, shape and measure.</p>
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Progression of Understanding the World

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Past & Present	<ul style="list-style-type: none"> • To know about my own life-story. • To know how I have changed. • To talk about the lives of the people around us (David Attenbrough) 	<ul style="list-style-type: none"> • To know about figures from the past (Neil Armstrong/ Guion Bluford) • To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. 	<ul style="list-style-type: none"> • To know about the past through settings, characters and events encountered in books read in class and storytelling. • To know about figures from the past (Ernest Shackleton) 	<ul style="list-style-type: none"> • To know about the past through settings, characters and events encountered in books read in class and storytelling. • To know about figures from the past (Emmeline Pankhurst) 	<ul style="list-style-type: none"> • To know about the past through settings, characters and events encountered in books read in class and storytelling. • To know about different environments: farm land and urban. • To know about figures from the past (Kings and Queens) 	<ul style="list-style-type: none"> • To know about the past through settings, characters and events encountered in books read in class and storytelling. • To know about figures from the past (Grace O'Malley) 	<p>Talk about the lives of the people around them and their roles in society.</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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
People, Culture & Communities	<ul style="list-style-type: none"> • To know about family structures and talk about who is part of their family. • To identify similarities and differences between themselves and peers. • To know the name of our school and that it is in Liverpool 	<ul style="list-style-type: none"> • To talk about the Christmas Story and how it is celebrated. • To know that people around the world have different religions. 	<ul style="list-style-type: none"> • To know about people who help us within the local community. • To know that the emergency services exist and what they do. • To know that people around the world have different religions. 	<ul style="list-style-type: none"> • To know that people in other countries may speak different languages. • To know that people around the world have different religions. 	<ul style="list-style-type: none"> • To know that simple symbols are used to identify features on a map. • To know that people around the world have different religions. 	<ul style="list-style-type: none"> • To know about features of the immediate environment. • To know that people around the world have different religions. 	<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> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>

RE	<p>Which stories are special and why?</p> <p>Story of David and Goliath (Christianity)</p> <p>Story of the first revelation (Islam)</p>	<p>Which people are special and why?</p> <p>Jesus (Christianity)</p> <p>Guru Nanak (Sikhism)</p>	<p>Which places are special and why?</p> <p>Churches (Christianity)</p> <p>Mosques (Islam)</p>	<p>Which times are special and why?</p> <p>To know that Christians celebrate Easter. Easter (Christianity)</p>	<p>Where do we belong?</p> <p>What groups do we belong to religious and otherwise?</p>	<p>What is special about our world?</p> <p>The story of creation (Christianity)</p> <p>Allah as creator (Islam)</p>	
The Natural World	<ul style="list-style-type: none"> • To know about and recognise the signs of Autumn. • To explore hibernation (hot water bottle experiment) • To respect and care for the natural environments. 	<ul style="list-style-type: none"> • To know about features of the world and Earth (Space) • To explore light and dark (investigating shadows) 	<ul style="list-style-type: none"> • To know about and recognise the signs of Winter. • To explore and experiment with ice and melting • To know about features of their own immediate environment and how they might vary from another (Arctic) 	<ul style="list-style-type: none"> • To know about and recognise the signs of Spring. • To explore magnets (superheroes) 	<ul style="list-style-type: none"> • To explore the life cycle of a butterfly • To observe the growth of seeds and talk about changes. • To harvest grown fruit (apple and pear tree) 	<ul style="list-style-type: none"> • To respect and care for the natural environments. • To know about and recognise the signs of Summer. • To know that some things in the world are man-made and some things are natural. • To explore floating and sinking 	<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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

Progression of Expressive Arts and Design

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Creating with Materials	<p>Artist: Pablo Picasso (self portraits)</p> <p>To name colours. To experiment with mixing colours. To create simple representations of people and objects. To draw and colour with pencils and crayons. To role play using given props and costumes. To explore different techniques for joining materials. To know how to work safely and hygienically. To use non- statutory measures.</p> <p>To use some cooking techniques. To use different construction materials.</p>	<p>Artist: Van Gogh (The starry night)</p> <p>To use colours for a particular purpose. To share their creations. To explore different techniques for joining materials. To know how to work safely and hygienically. To use non- standard measures. To use some cooking techniques.</p> <p>Fantastic Fruit project (DT)</p>	<p>Artist: Jackson Pollock (dripping)</p> <p>To experiment with different mark making tools such as art pencils, pastels & chalk. To explore different techniques for joining materials To know how to work safely and hygienically. To use non- standard measures To use some cooking techniques (To use tools to cut and join wood. To know the names of tools.</p>	<p>Artist: Wassily Kandinsky (circles)</p> <p>To use natural objects to make a piece of art. To share creations and talk about the process. To explore different techniques for joining materials To make props and costumes for different role play scenarios. To know how to work safely and hygienically. To use non- standard measures. To use some cooking techniques</p> <p><i>The three bears picnic blanket Project (DT)</i></p>	<p>Artist: Lucy Arnold (butterflies)</p> <p>To know which prime colours you mix together to make secondary colours. To plan what they are going to make To draw more detailed pictures of people and objects. To manipulate materials. To create observational drawings. To know how to work safely and hygienically. To use non- standard measures.</p>	<p>Artist: Anthony Gormley (The Iron men) Sculpture</p> <p>Artist: Hokusai (The great wave off Kanagawa)</p> <p>To know some similarities and differences between materials. To learn about and compare artists. To explore, use and refine a variety of artistic effects to express their ideas and feelings. To share creations, talk about processes and evaluate their work. To adapt work where necessary. To use some cooking techniques</p> <p>Hinges and catches project (DT)</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>

Being Imaginative & Expressive	To sing and perform nursery rhymes. To experiment with different instruments and their sounds. To talk about whether the like or dislike a piece of music. To create musical patterns using body percussion. To use costumes and resources to act out narratives.	To perform a song in the Christmas singalong. To learn and perform a poem at the Christmas Singalong. To pitch match. To sing the melodic shape of familiar songs. To begin to build up a repertoire of songs. To sing entire songs. To use costumes and resources to act out narratives.	To create musical patterns using untuned instruments. To begin to create costumes and resources for role play.	To perform songs at the Spring term event for parents. To associate genres of music with characters and stories. To create costumes and resources for role play. To contribute to 'Jogas got talent'	To move in time to music. To learn dance routines. To join in with whole school singing assemblies. To act out well know stories. To follow a musical pattern to play tuned instruments. To create narratives based around stories.	To listen to poems and create their own. To create own compositions using tuned instruments. To invent their own narratives, making costumes and resources. To perform in Ali white performance	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and when appropriate, try to move in time with music.
Charanga	Me! Main songs Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	My stories Main songs 'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Everyone! Main songs Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Our World Main songs Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk Main songs Big Bear Funk	Reflect, Rewind & Replay Main songs Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat	We deliver weekly musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.
Opportunities for technology and computing	Children develop computing skills through meaningful experiences and creative activities that fit in easily within EYFS settings for example taking photographs and videos with iPads, searching for information on the internet, playing games on the interactive whiteboard, exploring mechanical toys, using Beebots & code-a-pillars, listening to stories on the Tonie Box, exploring everyday technology at home and in school.						

