
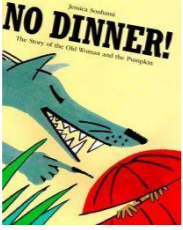
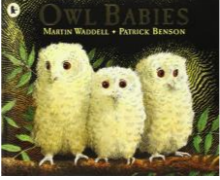

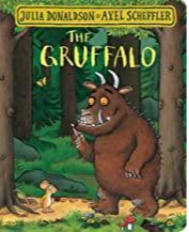
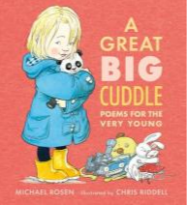
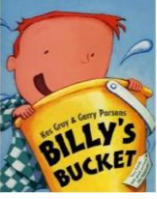



	CYCLE 1 wb 12/9		CYCLE 2 wb 21/11		CYCLE 3 wb 13/2		CYCLE 4 wb 8/5	
BOOK	 <p><b>Ruby's Worry</b> Tom Percival</p>	 <p><b>No Dinner!</b> Jessica Souhami</p>	 <p><b>Owl Babies</b> Martin Waddell</p>	 <p><b>Bedtime for Monsters</b> Ed Vere</p>	 <p><b>The Gruffalo</b> Julia Donaldson</p>	 <p><b>A Great Big Cuddle</b> Michael Rosen</p>	 <p><b>Billy's Bucket</b> Kes Gray</p>	 <p><b>Aaaargghh Spider!</b> Lydia Monks</p>
COVERAGE/WRITING OPPORTUNITIES	<p><b>Story</b></p> <ul style="list-style-type: none"> <li>Letter</li> <li>Card</li> <li>Story map</li> </ul>	<p><b>Story</b></p> <ul style="list-style-type: none"> <li>Fact sheet</li> <li>Signs</li> <li>Invitation</li> <li>Shopping list</li> </ul>	<p><b>Story</b></p> <ul style="list-style-type: none"> <li>Poster</li> <li>Letter</li> <li>Information text</li> </ul>	<p><b>Story</b></p> <ul style="list-style-type: none"> <li>Fact sheet</li> <li>Letter</li> <li>Menu</li> <li>Caption</li> </ul>	<p><b>Story</b></p> <ul style="list-style-type: none"> <li>Poems</li> <li>Letter</li> <li>List</li> <li>Character description</li> <li>Recipe</li> </ul>	<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Labels and captions</li> </ul>	<p><b>Story</b></p> <ul style="list-style-type: none"> <li>Birthday card</li> <li>Invitation</li> <li>Labels and captions</li> </ul>	<p><b>Story</b></p> <ul style="list-style-type: none"> <li>Messages</li> <li>Label a diagram</li> </ul>

**Harvest**

- Food is collected to share with those who need it.
- In the past it was harder to find food in the winter so farmers brought their crops in before the cold weather came.
- Seeds are planted in Spring, they grow over the Summer and are harvested in the Autumn.
- Fruit and vegetables are harvested.

**Halloween**

- It is celebrated on 31<sup>st</sup> October.
- It is celebrated in many different countries.
- In the past people used to use turnips instead of pumpkins.
- People celebrate by dressing up, going trick or treating and decorating their houses. You must always stay with an adult.

**Diwali**

- It is celebrated by Hindus and Sikhs.
- It is also known as the 'Festival of Lights.'
- Diwali story: Rama and Sita.
- People celebrate by decorating their homes with lights, giving gifts and setting off fireworks.
- Rangoli patterns.

**Bonfire night**

- It is celebrated on 5<sup>th</sup> November.
- It is celebrated because Guy Fawkes tried to blow up the English Government (important people in London who help make the rules/law) and King James a long time ago.
- It is celebrated by lighting bonfires, fireworks and sparklers.
- We can remember by saying "remember, remember the fifth of November."

**Remembrance Day**

- It is celebrated on 11<sup>th</sup> November.
- It is celebrated to remember the soldiers who fought in wars to keep us safe.
- A two-minute silence is held at 11 am.
- People wear poppies to show they are thinking of the soldiers.

**Christmas**

- Christmas Day is 25<sup>th</sup> December.
- It is a Christian festival celebrating the birth of Jesus.
- It is celebrated by giving cards, gifts, putting up decorations and singing carols (songs).
- It is celebrated in many different countries.
- The Christmas Story; Mary, Joseph, stable, Three Wise Men.

**Chinese New Year**

- It is a festival celebrated in many different countries.
- It is China's most important festival where they celebrate the start of the new year.
- Each year is named after a different animal.
- China is a different country, far away from where we live.

**Easter**

- It is an important festival for Christians.
- It celebrates Jesus rising from the dead.
- Easter eggs are given.
- It is celebrated in many different countries.
- The Easter Story: cross, tomb, Mary, disciples.

**King Charles III Coronation**

- King Charles is the new King of England.
- He was Queen Elizabeth's son.
- He became King when The Queen died.
- A coronation is when a new King or Queen is officially crowned.
- His face will now be on stamps and money.

TRIP/WOW' MOMENT (will be added to throughout the year)	Church trip Halloween Movie Night		Meet a local councillor	Dress as a King or Queen day
PARENTAL INVOLVEMENT (will be added to throughout the year)	Reading meeting/workshop Join children on trip Parent's evening Harvest Assembly Project homework	Christmas nativity Project homework	Project homework Parent's evening Easter bonnet parade	Project homework Sports Day

**British Values**

British Values in the Early Years are explored in ways that are meaningful to young children. At Brentnall these fundamental values form part of all areas of our curriculum. Outlined below are the key areas we ensure children have experience, knowledge and understanding of.

BRITISH VALUES	<b>Democracy</b>	<b>Democracy</b>	<b>Democracy</b>	<b>Democracy</b>
	Children know: <ul style="list-style-type: none"> <li>They can vote for what they want e.g. their favourite story/rhyme.</li> <li>They have a choice.</li> <li>They are part of a family.</li> <li>They are part of a class/school.</li> </ul>	Children know: <ul style="list-style-type: none"> <li>School is a safe place to share ideas and make mistakes.</li> <li>Their views and opinions matter</li> </ul>	Children know: <ul style="list-style-type: none"> <li>They can make decisions as a group.</li> <li>There is a councillor who helps who represents Broughton.</li> </ul>	Children know: <ul style="list-style-type: none"> <li>School is closed for voting. It is a 'polling station.'</li> <li>How to value each other's views.</li> </ul>
	<b>The Rule of Law</b>	<b>The Rule of Law</b>	<b>The Rule of Law</b>	<b>The Rule of Law</b>
	Children know: <ul style="list-style-type: none"> <li>We have rules and they are fair so everyone is happy and safe.</li> <li>Know the role of a police officer.</li> </ul>	Children know: <ul style="list-style-type: none"> <li>Actions have consequences.</li> <li>Ways to keep themselves safe.</li> </ul>	Children know: <ul style="list-style-type: none"> <li>How to resolve conflict appropriately.</li> <li>Actions are always followed through e.g. requests are responded to.</li> </ul>	Children know: <ul style="list-style-type: none"> <li>How to take turns, share and cooperate.</li> <li>Right from wrong.</li> </ul>
<b>Individual Liberty</b>	<b>Individual Liberty</b>	<b>Individual Liberty</b>	<b>Individual Liberty</b>	
Children know: <ul style="list-style-type: none"> <li>They can celebrate their personal achievements.</li> <li>They can ask questions and they will be valued and respected.</li> </ul>	Children know: <ul style="list-style-type: none"> <li>How to take on challenge, risk and responsibility.</li> </ul>	Children know: <ul style="list-style-type: none"> <li>How to use taught vocabulary to explore their thoughts and feelings.</li> <li>How to be independent.</li> </ul>	Children know: <ul style="list-style-type: none"> <li>They can express their own views.</li> <li>Others may have a different view.</li> </ul>	
<b>Mutual Respect and Tolerance of Different Faiths and Beliefs</b>	<b>Mutual Respect and Tolerance of Different Faiths and Beliefs</b>	<b>Mutual Respect and Tolerance of Different Faiths and Beliefs</b>	<b>Mutual Respect and Tolerance of Different Faiths and Beliefs</b>	
Children know: <ul style="list-style-type: none"> <li>People have similarities and differences.</li> </ul>	Children know: <ul style="list-style-type: none"> <li>We respect different faiths, cultures and views and ethnicities.</li> </ul>	Children know: <ul style="list-style-type: none"> <li>About other communities and ways of life.</li> </ul>	Children know: <ul style="list-style-type: none"> <li>They are part of a wider community.</li> </ul>	

## Overarching principles

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS

curriculum. Children and practitioners are NOT alone – embrace each community.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.

**PLAY:** We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

## Characteristics of Effective Learning

**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

### Communication and Language

Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, WellComm sessions, Helicopter Stories and modelling. Key vocabulary is used throughout all adult-led and continuous provision activities.

<b>PRIME AREA</b>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will be able to understand how to listen carefully and know why it is important.</p> <p><b>Speaking</b></p> <p>Children will talk in front of small groups and their teacher beginning to offer their own ideas.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will begin to understand how and why questions.</p> <p><b>Speaking</b></p> <p>Children will use new vocabulary throughout the day.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will learn to ask questions to find out more.</p> <p><b>Speaking</b></p> <p>Children will talk in sentences using conjunctions, e.g. and, because.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will retell a story and follow a story without pictures or props.</p> <p><b>Speaking</b></p> <p>Children will engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will be able to understand a question such as who, what, where, when, why and how.</p> <p><b>Speaking</b></p> <p>Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p><b>Speaking</b></p> <p>Children will use talk in sentences using a range of tenses.</p>	<p><b>Listening, Attention and Understanding:</b></p> <p>Children will listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p><b>Speaking:</b></p> <p>Children will offer explanations for why things might happen. Express their ideas and feelings about their experiences using full sentences.</p>
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### Skills and knowledge

**The statements outlined below show the coverage of vital skills and knowledge taught per term. This will also support appropriate ongoing and termly assessment.**

<p style="text-align: center;"><b>Autumn 1</b></p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Listen carefully to adults and other children.</li> <li>• Show an understanding of what has been said to them.</li> <li>• Begin to talk in front of a small group, offering ideas.</li> </ul> <p style="text-align: center;"><b>Autumn 2</b></p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>• Answer 'how' and 'why' questions most of the time.</li> <li>• Retain and then use some taught vocabulary (see vocabulary spines) in context.</li> <li>• Consistently use longer sentences, including conjunctions such as 'because', 'or' and 'and.'</li> <li>• Begin to ask relevant questions.</li> </ul>	<p style="text-align: center;"><b>Spring 1</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Sing most of the rhymes from the Brentnall Poetry Curriculum, as well as others taught.</li> <li>• Confidently ask relevant questions to find out more information about stories or other interests.</li> <li>• Answer 'who', 'what' and 'where' questions.</li> <li>• Use talk and learnt vocab or organise, sequence and clarify thinking.</li> </ul> <p style="text-align: center;"><b>Spring 2</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Confidently talk in longer sentences, including conjunctions such as 'because', 'or' and 'and.'</li> <li>• Answer 'when', 'why' and 'how' questions.</li> <li>• Use talk and learnt vocab or organise, sequence and clarify ideas, feelings and events.</li> <li>• Engage with non-fiction books (linked to seasons, as well as children's interests) knowing they tell you information.</li> </ul>	<p style="text-align: center;"><b>Summer 1</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Consolidate and apply what they have learnt so far.</li> <li>• Confidently have conversations with adults and children around school.</li> <li>• Show they are listening attentively by giving appropriate responses, including questions, comments and actions.</li> <li>• Be confident to offer explanations for why things might happen in stories and when engaging in continuous provision.</li> </ul> <p style="text-align: center;"><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>• Sing all of the rhymes from the Brentnall Poetry Curriculum, as well as others taught.</li> <li>• Engage with non-fiction books (linked to plants and animals, as well as children's interests) knowing you can turn to a specific page and you don't have to read a story.</li> <li>• Talk in full sentences, using taught vocabulary and a range of tenses.</li> <li>• Express ideas and feelings about their experiences inside and outside of school.</li> </ul>
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### End of Reception 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. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**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. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and make use of conjunctions, with modelling and support from their teacher.

**Personal, Social and Emotional Development**

Children develop their personal, social and emotional skills throughout the year through effective modelling, circle times, social stories, diversity stories and scaffolding from adults on how to resolve conflict.

PRIME AREA	<p><b>Self-Regulation</b></p> <p>Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p>	<p><b>Self-Regulation</b></p> <p>Children will talk about how they are feeling and to consider others feelings.</p>	<p><b>Self-Regulation</b></p> <p>Children will be able to focus during longer whole class lessons.</p>	<p><b>Self-Regulation</b></p> <p>Children will identify and moderate their own feelings socially and emotionally.</p>	<p><b>Self-Regulation</b></p> <p>Children will be able to control their emotions using a range of techniques.</p>	<p><b>Self-Regulation</b></p> <p>Children will be able to follow instructions of three steps or more.</p>	<p><b>Self-Regulation:</b></p> <p>Children will set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>
	<p><b>Managing Self</b></p> <p>Children will learn to wash their hands independently.</p> <p>Children will brush teeth independently.</p>	<p><b>Managing Self</b></p> <p>Children will understand the need to have rules.</p>	<p><b>Managing Self</b></p> <p>Children will begin to show resilience and perseverance in the face of a challenge.</p>	<p><b>Managing Self</b></p> <p>Children will develop independence when dressing and undressing.</p>	<p><b>Managing Self</b></p> <p>Children will manage their own basic needs independently.</p>	<p><b>Managing Self</b></p> <p>Children will learn to dress themselves independently.</p>	<p><b>Managing Self</b></p> <p>Children will understand the importance of healthy food choices.</p>
<p><b>Building Relationships</b></p> <p>Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p><b>Building Relationships</b></p> <p>Children will show a 'can do' attitude.</p>	<p><b>Building Relationships</b></p> <p>Children will be able to use taught strategies to support in turn taking</p>	<p><b>Building Relationships</b></p> <p>Children will listen to the ideas of other children and agree on a solution and compromise.</p>	<p><b>Building Relationships</b></p> <p>Children will learn to work as a group.</p>	<p><b>Building Relationships</b></p> <p>Children will have the confidence to communicate with adults around the school.</p>	<p><b>Building Relationships:</b></p> <p>Children will show sensitivity to their own and to others' needs.</p>	

**Skills and knowledge**

The statements outlined below show the coverage of vital skills and knowledge taught per term. This will also support appropriate ongoing and termly assessment.

<p style="text-align: center;"><b>Autumn 1</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Understand and follow the class rules and routines.</li> <li>• Take responsibility for tidying the classroom areas, following one step instructions to do this.</li> <li>• Begin to build relationships with peers.</li> <li>• Recognise their own emotions and those of peers/characters in books.</li> <li>• Wash hands independently, using soap and drying.</li> <li>• Say why we must wash hands.</li> <li>• Use the toilet independently.</li> <li>• Put on and remove coat independently.</li> <li>• Say they are in 'Penguins' class and/or 'reception.'</li> </ul> <p style="text-align: center;"><b>Autumn 2</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Talk about their own and others' emotions.</li> <li>• Understand why we have rules.</li> <li>• Have friendships in class.</li> <li>• Focus for the majority of an adult-led session most of the time.</li> <li>• Take turns with increasing levels of independence,</li> <li>• Show a 'can do' attitude.</li> <li>• Brush teeth independently and say why this is important.</li> </ul>	<p style="text-align: center;"><b>Spring 1</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Moderate their own feelings during interactions with adults and peers, using taught strategies where needed.</li> <li>• Solve conflict with little or no support from adults.</li> <li>• Put on and remove cardigan/jumper independently.</li> <li>• Put on and remove shoes/wellies independently.</li> </ul> <p style="text-align: center;"><b>Spring 2</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Do a zip independently.</li> <li>• Work as part of a group to complete a task, using language to compromise where needed.</li> <li>• Follow three step instructions.</li> <li>• Know why we choose healthy options and be able to talk about a balanced diet using vocabulary such as: fruit &amp; vegetables, sugar etc.</li> <li>• Talk about healthy drink options, stating the importance of milk for teeth and bones.</li> </ul>	<p style="text-align: center;"><b>Summer</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Consolidate and apply what they have learnt so far.</li> <li>• Change their own clothes when needed.</li> <li>• Be confident to communicate with adults outside of Early Years for example answering questions asked/talking about current learning.</li> <li>• Have a goal in mind and work towards it.</li> <li>• Talk about what a birthday is and what traditionally happens; presents, cards, cake, party, celebration.</li> </ul> <p style="text-align: center;"><b>Summer 2</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Look after others in their class, for example helping when they are hurt.</li> <li>• Show they are resilient and can persevere by engaging in challenging activities both adult and child-led.</li> <li>• Wait their turn or wait for what they want, showing impulse control.</li> <li>• Take part in sports day and understand sometimes we win and sometimes we lose.</li> </ul>
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**End of Reception ELG**

**Self-Regulation:** Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says.

**Managing Self:** Be confident to try new activities and show independence, resilience and perseverance. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Building Relationships:** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

**Physical Development**

Children improve their gross and fine motor skills daily by engaging in a range of activities, such as: different Funky Fingers activities (e.g. threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco (see dough disco progression document), sports coach sessions and having a challenging outdoor environment.

<b>PRIME AREA</b>	<p><b>Gross Motor</b></p> <p>Children will learn to move safely in a space.</p>	<p><b>Gross Motor</b></p> <p>Children will explore different ways to travel using equipment.</p>	<p><b>Gross Motor</b></p> <p>Children will be able to control a ball in different ways.</p>	<p><b>Gross Motor</b></p> <p>Children will jump and land safely from a height.</p>	<p><b>Gross Motor</b></p> <p>Children will move safely with confidence and imagination, communicating ideas through movement.</p>	<p><b>Gross Motor</b></p> <p>Children will be able to play by the rules and develop coordination.</p>	<p><b>Gross Motor:</b></p> <p><i>Children will negotiate space and obstacles safely.</i></p>
	<p><b>Fine Motor</b></p> <p>Children will begin to use a tripod grip when using mark making tools.</p>	<p><b>Fine Motor</b></p> <p>Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p>Children will balance on a variety of equipment and climb.</p> <p><b>Fine Motor</b></p> <p>Children will handle scissors, pencils and glue effectively.</p>	<p><b>Fine Motor</b></p> <p>Children will use cutlery appropriately.</p>	<p><b>Fine Motor</b></p> <p>Children will hold scissors correctly and cut out small shapes.</p>	<p><b>Fine Motor</b></p> <p>Children will form letters correctly using a tripod grip.</p>	<p><b>Fine Motor:</b></p> <p>Children will begin to show accuracy and care when drawing.</p>

**Skills and knowledge**

**The statements outlined below show the coverage of vital skills and knowledge taught per term. This will also support appropriate ongoing and termly assessment.**

<p align="center"><b>Autumn 1</b></p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>Use an effective grip when mark making.</li> <li>Move safely, beginning to negotiate space around people and obstacles effectively.</li> <li>Begin to use a three finger tripod grip.</li> </ul>	<p align="center"><b>Spring 1</b></p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>Balance effectively along a wide beam.</li> <li>Climb, showing control and an understanding of their own and others' safety.</li> <li>Hold scissors correctly and begin to cut their intended shape.</li> <li>Create intended movements imaginatively.</li> </ul>	<p align="center"><b>Summer 1</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Consolidate and apply what they have learnt so far.</li> <li>Follow the rules of a game and explain some rules to others.</li> <li>Form letters correctly most of the time, using a tripod grip.</li> <li>Move safely, in a range of ways, negotiating space around people and obstacles effectively.</li> </ul>
<p align="center"><b>Autumn 2</b></p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>Understand games have rules.</li> <li>Travel in different ways: hop, jump, run, walk forwards and backwards.</li> <li>Draw pictures that have recognisable shapes, including lines and circles.</li> <li>Bounce and throw a ball.</li> <li>Use scissors to make snips in paper, putting one thumb and one finger in each hole.</li> <li>Use cutlery effectively when eating.</li> </ul>	<p align="center"><b>Spring 2</b></p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>Follow the rules of a game most of the time.</li> <li>Cut out a small intended shape.</li> <li>Hold a pencil effectively, applying the correct pressure, in a tripod grip.</li> <li>Use cutlery effectively when eating. Can cut most foods with a knife.</li> </ul>	<p align="center"><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>Use taught skills to play a game.</li> <li>Draw with accuracy, showing detail.</li> <li>Draw pictures of different sizes to fill an area.</li> <li>Carry out a plan when drawing a picture, e.g. when drawing a plant each part is considered and links are beginning to be made with relative size.</li> </ul>

**End of Reception ELG**

**Gross Motor:** Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**Fine Motor:** Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Use a range of small tools effectively, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.



**Literacy**

Literacy skills are a running thread throughout adult-led lessons and continuous provision opportunities & interactions. We aim for all children to follow the RWI programme and use their developing skills to read and write independently. Following the Power of Reading scheme allows children to explore books in imaginative ways. The books are a starting point for conversation and learning opportunities, the children's interests and skills allow for further planning and exploration.

<b>SPECIFIC AREA</b>	<p><b>Comprehension</b></p> <p>Children will independently look at a book, hold it the correct way and turn pages.</p>	<p><b>Comprehension</b></p> <p>Children will engage and enjoy an increasing range of books.</p>	<p><b>Comprehension</b></p> <p>Children will act out stories using recently introduced vocabulary.</p>	<p><b>Comprehension</b></p> <p>Children will be able to talk about the characters in the books they are reading.</p>	<p><b>Comprehension</b></p> <p>Children will retell a story using vocabulary influenced by their book.</p>	<p><b>Comprehension</b></p> <p>Children will be able to answer questions about what they have read.</p>	<p><b>Comprehension:</b></p> <p>Children will anticipate key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions.</p>
	<p><b>Word Reading</b></p> <p>Children will read single-letter set 1 sounds.</p>	<p><b>Word Reading</b></p> <p>Children will develop their knowledge of set 1 sounds and begin to blend sounds into words orally.</p>	<p><b>Word Reading</b></p> <p>Children will read all set 1 sounds and blend sounds into words orally.</p>	<p><b>Word Reading</b></p> <p>Children will begin to blend sounds to read words and begin to read some simple sentences.</p>	<p><b>Word Reading</b></p> <p>Children will blend sounds to read words and read short Ditty stories.</p>	<p><b>Word Reading</b></p> <p>Children will read short stories matched to their phonics level (red storybooks).</p>	<p><b>Word Reading:</b></p> <p>Children will read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
	<p><b>Writing</b></p> <p>Children will give meanings to the marks they make.</p>	<p><b>Writing</b></p> <p>Children will begin to form letters correctly.</p>	<p><b>Writing</b></p> <p>Children will write words representing the sounds with a letter/letters.</p>	<p><b>Writing</b></p> <p>Children will begin to write labels/phrases representing the sounds with a letter/letters- with increasing accuracy of letter formation.</p>	<p><b>Writing</b></p> <p>Children will write phrases using words which are spelt phonetically and some red words.</p>	<p><b>Writing</b></p> <p>Children will write simple phrases and sentences. They will use mostly recognisable letters to write phonetically plausible words and some red words.</p>	<p><b>Writing:</b></p> <p>Children will write simple phrases and sentences that can be read by themselves and others.</p> <p>Children will use spacing in between words.</p> <p>Children will begin to use full stops and capital letters.</p>

**Skills and knowledge**

The statements outlined below show the coverage of vital skills and knowledge taught per term. This will also support appropriate ongoing and termly assessment.

### Autumn 1

Children can:

- Write their own name independently using identifiable letters.
- Write a string of letters (which may be random).
- Copy letters from print in the environment.
- Know a letter represents a sound.
- Write initial sounds heard in words.
- Access the reading area/books independently, handling them correctly.
- Read set 1 sounds.

### Autumn 2

Children can:

- Write all sounds heard in words, beginning with the initial and final sound.
- Write at a table with good posture.
- Show a preference for a dominant hand.
- Know all set 1 sounds.
- Begin to blend words orally.
- Act out stories using taught vocabulary/story vocabulary.
- Read all set 1 single letter sounds speedily, blend sounds into words orally and begin to read word times 1.1-1.5 with Fred Talk.

### Spring 1

Children can:

- Use a tripod grip effectively when writing letters.
- Write recognisable letters almost all of the time.
- Begin to write letters using correct formation.
- Know the difference between a letter and a word.
- Blend sounds to read words; read short Ditty stories.
- Talk about characters from the PoR story and others.

### Spring 2

Children can:

- Segment CVC words and write the corresponding letters.
- Write the letters in a CVC word in the correct order.
- Write short phrases with spacing between words.
- Begin to use taught red words when writing.
- Say a phrase out loud before writing.
- Read red story books.
- Begin to read words with special fiends and 4-sound words & nonsense words with Fred Talk.
- Confidently retell the PoR story and others using taught/story vocabulary.
- Answer a range of questions about what they have read and what has been read to them.
- Know that Julia Donaldson is an author and she has written The Gruffalo as well as other books.
- Know that Michael Rosen is an author and he has written A Great Big Cuddle and We're Going on a Bear Hunt.

### Summer 1

Children can:

- Consolidate and apply what they have learnt so far.
- Write simple sentences, using recognisable letters and spaces between words almost all of the time.
- Write simple sentences using taught red words.
- Anticipate key events in stories.
- Use and understand taught vocabulary with adults and peers.
- Begin to read green story books independently.
- Read some set 2 sounds.

### Summer 2

Children can:

- Read their sentence to check it makes sense.
- Write a sentence/sentences that can be read by others.
- Begin to use capital letters and full stops.
- Read green/purple story books independently.
- Read 4 and 5 sound nonsense words with Fred Talk.
- Read previously taught words with set 1 sounds speedily.
- Read some set 2 sounds and begin to read words containing these sounds.

### End of Reception ELG

**Comprehension:** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

**Word Reading:** Say a sound for each letter in the alphabet and at least 10 diagraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Writing:** 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**

White Rose Maths (WR) is followed in Reception, complemented by the NCETM Mastering Number programme (see programme of skills). This is progressive throughout school and supports the children with their mathematical thinking and understanding. Children's interests and next steps are always considered when planning and providing continuous provision opportunities.

<b>SPECIFIC AREA</b>	<p><b>WR</b> <b>Getting to know you</b> Children will feel settled and know: the areas of provision, key times of the day and class routines. They will know where things belong and begin to use positional language to describe this. <b>Just like me</b> Children will be able to match.</p>	<p><b>WR</b> <b>Just like me</b> Children will be able to sort and compare amounts. <b>It's Me 1 2 3!</b> Children will be able to represent, compare and know the composition of 1,2 &amp; 3.</p>	<p><b>WR</b> <b>Light and Dark</b> Children will represent numbers to 5 and know one more and one less. <b>Alive in 5!</b> Children will know zero and compare numbers to 5.</p>	<p><b>WR</b> <b>Alive in 5!</b> Children will know the composition of 4 &amp; 5. <b>Growing 6,7,8</b> Children will know 6,7 &amp; 8. They will combine 2 amounts and make pairs.</p>	<p><b>WR</b> <b>Building 9 &amp; 10</b> Children will know 9 &amp; 10, compare numbers to 10 and know number bonds to 10. <b>To 20 and Beyond</b> Children will build numbers and count patterns beyond 10.</p>	<p><b>WR</b> <b>First Then Now</b> Children will add more and take away. <b>Find my pattern</b> Children will know how to double.</p>	<p><b>WR</b> <b>Find my pattern</b> Children will share and group and know odd and even numbers. <b>On the Move</b> Children will deepen their understanding of patterns and relationships.</p>	<p>Children will have a deep understanding of number to 10. They will apply their knowledge to compare quantities up to 10 in different contexts.</p>
	<p>Children will compare size, mass &amp; capacity, explore pattern, know circles and triangles and use positional language.</p>	<p>Children will know shapes with 4 sides and begin to develop their knowledge of time. They will develop their knowledge of length and height.</p>	<p>Children will learn about 3D shapes, spatial awareness and patterns. They will develop spatial reasoning, match, rotate and manipulate.</p>	<p>Children will continue to develop spatial reasoning, visualise &amp; build and have some mapping skills.</p>				

**Skills and knowledge**

**The statements outlined below show the coverage of vital skills and knowledge taught per term. This will also support appropriate ongoing and termly assessment.**

Autumn 1	Spring 1	Summer 1
<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>Use and understand positional language such as 'next to', 'behind', 'in front', 'on top' and 'underneath.'</li> <li>Match picture cards/objects/images/numicon.</li> <li>Create towers of the same size. Use 'tallest' and 'shortest' to compare.</li> <li>Sort based on attributes such as: colour, size or shape.</li> <li>Say why objects are sorted into the same group e.g. can say what is the same about the objects in a group.</li> <li>Use a five frame when counting.</li> <li>Use 'more', 'fewer', 'big', 'little', 'large' and 'small' when describing and comparing objects.</li> <li>Create a simple AB pattern with actions and objects.</li> <li>Know that 'equal' means the same.</li> <li>Have a deep understanding of number to 3; subitise, matching numeral to quantity, counting actions and sounds, selecting 3 from a larger group, mark make to represent, show different ways of making 3 and say one more and one less up to 3.</li> <li>Know what a triangle is and that it has 3 straight sides.</li> <li>Know what a circle is and that it has one curved side.</li> </ul>	<ul style="list-style-type: none"> <li>Know zero and the numeral 0 mean there are none.</li> <li>Have a deep understanding of 5. Know different ways of making 5 and say one more and one less up to 5.</li> <li>Know 'more than', 'fewer' and 'the same' when comparing numbers to 5.</li> <li>Make comparisons in different contexts during play.</li> <li>Estimate which is heaviest by holding an item and then use balance scales to check. Use the correct vocab (see WR plan).</li> <li>Fill a container to be half full, nearly full and nearly empty.</li> <li>Begin to use vocabulary: 'tall', 'thin', 'narrow', 'wide' and 'shallow' when describing containers used.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>Consolidate and apply what they have learnt so far.</li> <li>Consistently and confidently count on and back within 10.</li> <li>Have an awareness of numbers beyond 10 by counting to 20 and beyond.</li> <li>Begin to recognise numbers to 20 on a tens frame.</li> <li>Know that the quantity in a group changes by adding more and taking away.</li> <li>Understand that shapes can be built using smaller shapes.</li> </ul>
<p style="text-align: center;"><b>Autumn 2</b></p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>Have a good understanding of number to 5; subitise, matching numeral to quantity, counting actions and sounds, selecting 5 from a larger group, mark make to represent.</li> <li>Know the final number said when counting names the quantity of the group-cardinal principle.</li> <li>Count forwards and backwards to 5.</li> <li>Know if the five frame is full then there are five objects.</li> <li>Order numerals and objects to 5.</li> <li>Know squares and rectangles have 4 straight sides and 4 corners. Begin to know what shapes can make up a square/rectangle e.g. triangles arranged in a certain way.</li> <li>Talk about night and day, ordering key events in their daily routine using language such as; 'day', 'night', 'morning', 'afternoon', 'before', 'after', 'today', 'tomorrow.'</li> <li>Count the number of sleeps until the weekend/important event.</li> <li>Use a timer.</li> </ul>	<p style="text-align: center;"><b>Spring 2</b></p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of numbers 6, 7, 8, 9 &amp; 10; subitise, matching numeral to quantity, counting actions and sounds, selecting from a larger group, mark make to represent, show different ways of making 6, 7 &amp; 8 and say one more and one less.</li> <li>Know that a pair means two.</li> <li>Begin to make jottings or use fingers to identify how many are left when some objects are added/taken away.</li> <li>Combine two groups by saying how many altogether.</li> <li>Use specific mathematical vocabulary (see WR plans) relating to length.</li> <li>Recognise that regular events happen on the same day each week.</li> <li>Use the vocabulary 'yesterday', 'today' and 'tomorrow' to describe when events happen.</li> <li>Begin to have an understanding of number bonds to 10, using tens frames.</li> <li>Begin to know the names of some 3D shapes and talk about their properties e.g. which roll (sphere, cylinder, cube, cone, cuboid)</li> <li>Show a more complex understanding of pattern by beginning to create ABB, AAB and AABB patterns.</li> </ul>	<p style="text-align: center;"><b>Summer 2</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Know that double means 'twice as many.'</li> <li>Recall double facts up to double 5.</li> <li>Make equal groups.</li> <li>Recognise odd numbers on a tens frame.</li> <li>Know that we can make maps and plans to represent places.</li> </ul>

**End of Reception ELG**

**Number:** Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**Numerical Patterns:** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

**Understanding the World**

The books covered in Reception will support children's development in this area. All activities support children's curiosity and exploration. Our curriculum ensures children are exposed to knowledge and experiences to develop a solid foundation as their skills progress.

SPECIFIC AREA	<p><b>Past and Present (History)</b> Children will know about their own life story and how they have changed.</p> <p><b>People, Culture and Communities (Geography)</b> Children will know about features of the immediate environment.</p> <p><b>The Natural World (Science)</b> Children will understand the terms 'same' and 'different'. They will comment on what they see, hear and feel.</p>	<p><b>Past and Present (History)</b> Children will know some similarities and differences between things in the past and now.</p> <p><b>People, Culture and Communities (Geography)</b> Children will know that there are many countries around the world and that some are similar/different.</p> <p><b>The Natural World (Science)</b> Children will talk about features of the environment they are in and learn about the different environments.</p>	<p><b>Past and Present (History)</b> Children will talk about the lives of people around them.</p> <p><b>People, Culture and Communities (Geography)</b> Children will know about people who help us within the community.</p> <p><b>The Natural World (Science)</b> Children will explore and ask questions about the natural world around them. They will understand the effects of changing seasons.</p>	<p><b>Past and Present (History)</b> Children will talk about past and present events in their lives and what has been read to them.</p> <p><b>People, Culture and Communities (Geography)</b> Children will know that people around the world have different religions.</p> <p><b>The Natural World (Science)</b> Children will make observations about plants discussing similarities and differences.</p>	<p><b>Past and Present (History)</b> Children will know about the past through settings and characters and begin to compare and contrast.</p> <p><b>People, Culture and Communities (Geography)</b> Children will know that people in other countries may speak different languages.</p> <p><b>The Natural World (Science)</b> Children will make observations about animals discussing similarities and differences.</p>	<p><b>Past and Present (History)</b> Children will know about the past through settings, characters &amp; events and will be able to compare and contrast.</p> <p><b>People, Culture and Communities (Geography)</b> Children will know that simple symbols are used to identify features on a map.</p> <p><b>The Natural World (Science)</b> Children will know some important processes and changes in the natural world, including states of matter.</p>	<p><b>Past and Present (History)</b> Children will talk about the lives of the people around them and their roles in society.</p> <p><b>People, Culture and Communities (Geography)</b> Children will know some similarities and differences between different religious and cultural communities in this country.</p> <p><b>The Natural World (Science)</b> Children will explore the natural world around them, making observations and drawing pictures of animals and plants.</p>
	<p><b>Computing:</b> Children will know information can be retrieved from computers.</p>	<p><b>Computing:</b> Children will interact with bee-bots in an age-appropriate way.</p>	<p><b>Computing:</b> Children will recognise that a range of technology is used in homes and schools.</p>	<p><b>Computing:</b> Children will select technology for a particular purpose.</p>			
RE	<p align="center">F3 Which places are special and why?</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Talk about somewhere special to them.</li> <li>• Talk about special places for other religions; vocabulary- mosque, church.</li> <li>• Recognise a church and a mosque.</li> </ul>	<p align="center">F4 Which times are special and why?</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Talk about a special occasion that they and others have experienced.</li> <li>• Recall a simple Diwali story.</li> <li>• Say why festivals are special times for other faiths and communities.</li> </ul>	<p align="center">F5 Where do we belong?</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Share and record occasions when they belong to a group.</li> <li>• Recall some significant events at a Christian baptism.</li> <li>• Recal some significant events when a baby is welcomed into the muslim tradition.</li> </ul>	<p align="center">F6 What is special about our world?</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• R etell some of the main parts of the story of creation from Genesis 1.</li> <li>• E xpress ideas of how to look after wildlife.</li> <li>• T alk about what people do to damage the world and what they do to look after it.</li> </ul>			

**Skills and knowledge**

The statements outlined below show the coverage of vital skills and knowledge taught per term. This will also support appropriate ongoing and termly assessment.

<p style="text-align: center;"><b>Autumn 1</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Talk about features of the school environment: classrooms, playground, hall, offices, trees.</li> <li>• Compare our outdoor area to a park and a beach and say which is in our local area and which is further away.</li> <li>• Know a building of importance in our local area; St Phillips Church and some of it's features.</li> <li>• Comment on what they see, hear and feel using taught vocabulary linked to Autumn.</li> <li>• Know leaves fall from trees and it gets colder &amp; darker in Autumn.</li> <li>• Know they were a baby in the past and they are now bigger and can do different things; walk, eat independently, drink from a cup.</li> </ul> <p style="text-align: center;"><b>Autumn 2</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Use the words 'season' when comparing.</li> <li>• Know Winter is a season.</li> <li>• Use taught vocabulary to describe winter.</li> <li>• Know there are other countries in the world. Some are close and some are far away.</li> <li>• Know India is far away and can say some of the differences and similarities between England and India; It is very hot in India, many of the foods have lots of spices, traditional clothing is different from England (sari).</li> <li>• Talk about what was different in the past; links to families/grandparents.</li> <li>• Know people who help us; fire service, police, ambulance.</li> <li>• Can use taught vocabulary including: emergency, siren, fire engine, hose.</li> <li>• Know we can search information about India using a computer.</li> <li>• Search, using a search engine, with support.</li> </ul>	<p style="text-align: center;"><b>Spring 1</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Comment on what they see, hear and feel using taught vocabulary linked to Winter and say what is the same or different comparing it to Autumn.</li> <li>• Know the weather gets even colder in Winter and it may snow.</li> <li>• Say what clothing should be worn to keep warm.</li> <li>• Talk about key events that happened before they started reception, i.e. when they were in nursery or when they were a baby.</li> <li>• Can talk about how the past was different from now, including how people travelled differently; no cars, cobbled streets, horse and carriage.</li> </ul> <p style="text-align: center;"><b>Spring 2</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Talk about plants they have observed; petal, leaf, colours. Say what is different/the same about 2 plants in their environment.</li> <li>• Know a daffodil comes out in Spring.</li> <li>• Know Spring is a season.</li> <li>• Compare animals from The Gruffalo story (&amp; others following children's interests) using taught vocabulary relating to; size, no. of legs, wings, fur, feathers.</li> <li>• Compare where different animals live. Use the word 'habitat.'</li> <li>• Name some key facts about the different animals (i.e. owls are nocturnal)</li> <li>• Know what a simple map looks like.</li> <li>• Recognise a symbol on a map and use the vocabulary 'symbol.'</li> <li>• Know an aerial photo shows something from above.</li> <li>• Press the correct buttons on a bee bot to make it travel in the intended direction.</li> <li>• Know the life cycle of a chick; egg, hatch, chick, chicken, hen.</li> <li>• Begin to make comparisons to the life cycle of another animal and humans.</li> </ul>	<p style="text-align: center;"><b>Summer 1</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Consolidate and apply what they have learnt so far.</li> <li>• Plant a sunflower seed and talk about how it grows using taught vocabulary including; water, soil, seed, stem, leaf, petal, roots.</li> <li>• Draw a simple diagram of the sunflower.</li> <li>• Name some under the sea animals and their features: fin, flipper, scales, gills etc.</li> <li>• Make simple comparisons to under the sea and land animals.</li> <li>• Picasso painted paintings to show feelings.</li> </ul> <p style="text-align: center;"><b>Summer 2</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Name some pets and wild animals-making comparisons between them.</li> <li>• Talk about pets they have or those of friends and family.</li> <li>• Ask for or use an ipad to search for information.</li> <li>• Use a camera/ipad/ipod to take a photo of their work.</li> <li>• Use an ipod/ipad to take a simple video, with support where needed.</li> <li>• Say we now have a King and we used to have a Queen.</li> <li>• Know we have had many Kings and Queens in the past.</li> <li>• Know Summer is a season, it's the warmest season and can name appropriate clothes to wear in comparison with other seasons.</li> </ul>
<p><b>End of Reception ELG</b></p> <p><b>Past and Present:</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now. Understand the past through settings, characters and events encountered in books.</p> <p><b>People, Culture and Communities:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country. Explain some similarities and differences between life in this country and life in other countries.</p> <p><b>The Natural World:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments. Understand some important processes and changes in the natural world around them.</p>		

### Expressive Arts and Design

Children are offered a wide range of expressive opportunities. Staff are tuned into children's needs and interests, providing quality interactions and opportunities, which allow children to express themselves freely.

SPECIFIC AREA	<p><b>Being Imaginative (Music)</b> Children will sing and begin to perform nursery rhymes.</p> <p><b>Music topic:</b> All about me</p>	<p><b>Being Imaginative (Music)</b> Children will experiment with different instruments and their sounds.</p> <p><b>Music topic:</b> Out and about</p>	<p><b>Being Imaginative (Music)</b> Children will create narratives based around stories.</p> <p><b>Music topic:</b> Journeys and adventure</p>	<p><b>Being Imaginative (Music)</b> Children develop their ability to move in time to the music.</p> <p><b>Music topic:</b> Out of this world</p>	<p><b>Being Imaginative (Music)</b> Children will play an instrument following a musical pattern.</p> <p><b>Music topic:</b> Habitats</p>	<p><b>Being Imaginative (Music)</b> Children will invent their own narratives, stories and poems.</p> <p><b>Music topic:</b> Growth</p>	<p><b>Being Imaginative (Music)</b> Children will perform songs, rhymes, poems and stories with others, and try to move in time with music.</p> <p><b>Music topic:</b> Growth</p>
	<p><b>Creating with Materials (Art &amp; Design)</b> Children will experiment with different textures.</p>	<p><b>Creating with Materials (Art &amp; Design)</b> Children will experiment mixing with colours.</p>	<p><b>Creating with Materials (Art &amp; Design)</b> Children will safely explore different techniques for joining materials.</p>	<p><b>Creating with Materials (Art &amp; Design)</b> Children will make props and costumes for different role play scenarios.</p>	<p><b>Creating with Materials (Art &amp; Design)</b> Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p><b>Creating with Materials (Art &amp; Design)</b> Children will share creations, talk about the process and evaluate their work.</p>	<p><b>Creating with Materials (Art &amp; Design)</b> Children will share their creations, explaining the process they have used.</p>

### Skills and knowledge

The statements outlined below show the coverage of vital skills and knowledge taught per term. This will also support appropriate ongoing and termly assessment.

<p style="text-align: center;"><b>Autumn 1</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Draw a self portrait including eyes, nose, mouth etc and use colours to show differences i.e. blue or brown eyes.</li> <li>• Create a collage using different textures, using taught vocabulary to describe what they have made.</li> <li>• Children can sing all the nursery rhymes from the Nursery poetry curriculum and are beginning to sing the reception rhymes.</li> <li>• Use different materials when creating art work. Can use taught vocabulary from the vocabulary spine to describe.</li> <li>• Have a sense of pulse.</li> </ul> <p style="text-align: center;"><b>Autumn 2</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Recognise high and low sounds.</li> <li>• Read a simple stick notation.</li> <li>• Recognise rhyme in a song.</li> <li>• Sing 2 nursery rhymes from the Brentnall poetry curriculum.</li> <li>• Mix colours and understand this creates a different colour.</li> <li>• Name some instruments; drum, tambourine, triangle, maraca.</li> <li>• Join materials using; glue, cello tape, masking tape and begin to use other joining materials e.g. split pins, treasury tags.</li> </ul>	<p style="text-align: center;"><b>Spring 1</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Know about note duration.</li> <li>• Listen, with appreciation, to a piece of music.</li> <li>• Sing songs from different countries.</li> <li>• Experiment with movement to music.</li> <li>• Sing 3 nursery rhymes from the Brentnall poetry curriculum.</li> <li>• Create a prop to support play.</li> <li>• Use different artistic effects.</li> </ul> <p style="text-align: center;"><b>Spring 2</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Use various media, including pencils, water colours, chalk and paint.</li> <li>• Create actions to a song.</li> <li>• Improvise a song.</li> <li>• Sing 4 nursery rhymes from the Brentnall poetry curriculum.</li> <li>• Know Picasso is an artist, he liked to have new ideas.</li> <li>• Recreate art pieces in the style of Picasso.</li> </ul>	<p style="text-align: center;"><b>Summer</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Consolidate and apply what they have learnt so far.</li> <li>• Recognise pitch.</li> <li>• Begin to recite the poems from the Brentnall poetry curriculum.</li> <li>• Be confident when presenting their creations to the group/class.</li> </ul> <p style="text-align: center;"><b>Summer 2</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Make a model from salt dough or clay.</li> <li>• Recite some/all of the poems from the Brentnall poetry curriculum.</li> <li>• Talk about what went well and what didn't when creating.</li> <li>• Explain how they created their artwork.</li> <li>• Use taught vocabulary (vocab spine) to describe their creations and explain the processes used.</li> </ul>
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### End of Reception ELG

**Creating with Materials:** 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.

**Being Imaginative:** Invent, adapt and recount narratives and stories. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and try to move in time with music.

