

Curriculum Overview Reception



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Where do I belong?	What adventures will the gingerbread man have?	How do we travel?	Who's afraid of the big bad wolf?	How do living things grow and change?	Where do animals live?
Special Events	Harvest Autumn	Remembrance Sunday Diwali Guy Fawkes St Andrews Day Christmas Kindness week (ABW) Road Safety week Sukkot	Safer Internet Day Earth day	St David's Day St Patrick's Day Holi Easter/Passover Ramadan	St Georges Day Healthy Living Week Eid	Feeling Good Week Endangered species week Class Assemblies
Talk for Writing Text	Pete the Cat Story type: Journey The Little Red Hen Story type: cautionary tale	Gingerbread man Story type Journey story :	Beegu (Space) Story type: Lost and found	Three Little Pigs Story type: Defying a monster	Jack and the Beanstalk Story type: Rags to riches	Farmer Duck Story type: Defying a monster
Books	Starting school Each Peach Pear Plum Hairy maclary from Donaldson's Dairy All are welcome Lots of rhyming stories	Owl Babies The Gruffalo So much Lots of rhyming stories	Handas Surprise Mr Grumpy's Outing Mrs Armitage on Wheels The train ride	Shhh! Goodnight moon Ruby's worry	The Very Hungry Caterpillar Jasper's Beanstalk Six Dinner Sid The tiny seed	On the way home Rainbow fish The snail and the whale Elmer
Enrichment	Pete the Cat email Harvest Assembly	The kindness Elf Scottish food Visit from the Lolly Pop Lady	Plant Potatoes Visit the local church Space (Uni Surrey link) Borrow moon rocks Space food	Welsh/Irish foods Cardwells keep visit	Plant beans Ladybird larvae Bee keepers English food	Vet visit Hedgehog man

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		Visit from a CGI Gingerbread man.				
Cooking	Skills: Can I explain why it is important to have clean hands?	Skills: Can I decorate my cooking in an interesting way?	Skills: Can I describe the texture?	Skills: Can I discuss how things change?	Skills: Can I say what healthy foods are?	Skills: Can I say where some food comes from?
Communication and Language	<p>Nursery Rhyme of the Week</p> <p>Talk 4 Writing</p> <p><u>Listening. Attention and Understanding</u> Enjoy listening to longer stories and can remember much of what happened.</p> <p>Pay attention to more than one thing at a time.</p> <p>Understand a question or instruction that has two parts.</p>	<p>Nursery Rhyme of the Week</p> <p>Talk 4 Writing</p> <p><u>Listening. Attention and Understanding</u> Understand how to listen carefully and why listening is important.</p> <p>Understand 'why' questions.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Nursery Rhyme of the Week</p> <p>Talk 4 Writing</p> <p><u>Listening. Attention and Understanding</u> Understand 'why' questions.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books</p>	<p>Nursery Rhyme of the Week</p> <p>Talk 4 Writing</p> <p><u>Listening. Attention and Understanding</u> Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Nursery Rhyme of the Week</p> <p>Talk 4 Writing</p> <p><u>Listening. Attention and Understanding</u> Listen attentively to what they hear with relevant questions, comments and actions when being read to and during whole class discussions.</p> <p>Hold conversations when engaged in back and forth exchanges with their teacher and peers.</p>	<p>Nursery Rhyme of the Week</p> <p>Talk 4 Writing</p> <p><u>Listening. Attention and Understanding</u> Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back and forth exchanges with their teacher and peers.</p>

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	<p><u>Speaking</u> Start conversations with friends.</p> <p>Use longer sentences of four to six words.</p> <p>Begin to use a wide range of vocabulary.</p> <p>Describe events in some detail.</p> <p>Develop social phrases.</p>	<p><u>Speaking</u> Use talk to organise themselves and their play.</p> <p>Sing a large repertoire of songs</p> <p>Be able to talk about familiar books, and be able to tell a long story.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p><u>Speaking</u> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p><u>Speaking</u> Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p><u>Speaking</u> Participate in small groups, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences including past, present and future</p>	<p><u>Speaking</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences including past, present and future and making use of conjunctions, with modelling from their teacher</p>
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<p>Physical Development</p>	<p><u>Gross Motor Skills</u> Use core muscle strength to achieve good posture when sitting at a table or sitting on the floor</p> <p>Squiggle Whilst you Wiggle</p> <p>Experiment with different ways of movement.</p>	<p><u>Gross Motor Skills</u> Use core muscle strength to achieve good posture when sitting at a table or sitting on the floor</p> <p>Squiggle Whilst you Wiggle</p> <p>Jump of an object and land appropriately</p> <p>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>	<p><u>Gross Motor Skills</u> Use core muscle strength to achieve good posture when sitting at a table or sitting on the floor</p> <p>Squiggle Whilst you Wiggle</p> <p>Travel with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p><u>Gross Motor Skills</u> Use core muscle strength to achieve good posture when sitting at a table or sitting on the floor</p> <p>Squiggle Whilst you Wiggle.</p> <p>Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p><u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for self and others</p> <p>Develop overall body-strength, balance, coordination and agility</p> <p>Revise and refine the fundamental movement skills they have already acquired: Rolling Crawling Walking Jumping Running Hopping Skipping Climbing</p> <p>Confidently and safely use a range of large apparatus indoors and outside, alone and in a group</p>	<p><u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for self and others</p> <p>Develop overall body-strength, balance, coordination and agility</p> <p>Revise and refine the fundamental movement skills they have already acquired: Rolling Crawling Walking Jumping Running Hopping Skipping Climbing</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p>
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	<p><u>Fine Motor Skills</u> Dough Disco</p> <p>Develop manipulation and control</p> <p>Use one-handed tools and equipment, eg scissors, pencils</p> <p>Use a comfortable grip with good control when holding pencils for pattern work</p> <p>Show a preference for a dominant hand.</p>	<p><u>Fine Motor Skills</u> Dough Disco</p> <p>Develop manipulation and control</p> <p>Use one-handed tools and equipment, eg scissors, pencils</p> <p>Use a comfortable grip with good control when holding pencils for letter handwriting</p> <p>Show a preference for a dominant hand.</p>	<p><u>Fine Motor Skills</u> Dough Disco</p> <p>Develop manipulation and control</p> <p>Use one-handed tools and equipment with increasing control. eg scissors, pencils</p> <p>Use a tripod grip with good control when holding pencils for letter handwriting, beginning to use anticlockwise movement.</p>	<p><u>Fine Motor Skills</u> Dough Disco</p> <p>Develop manipulation and control</p> <p>Use one-handed tools and equipment with increasing control. eg scissors, pencils</p> <p>Use a tripod grip with good control when holding pencils for letter handwriting, beginning to use anticlockwise movement.</p> <p>Begin to form recognisable letters, most of which are correctly formed.</p>	<p><u>Fine Motor Skills</u> Use a range of small tools, including scissors, paint brushes and cutlery with control</p> <p>Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases</p> <p>Begin to show accuracy and care when drawing</p>	<p><u>Fine Motor Skills</u> Use a range of small tools, including scissors, paint brushes and cutlery, with control</p> <p>Begin to show accuracy and care when drawing</p> <p>Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases Letter formation automatic, efficient and fluent</p>
<p>Personal, Social and Emotional Development</p> <p>NB. These statements have been split for extra focus, but all will apply on an ongoing</p>	<p><u>HeartSmart:</u> GET HEARTSMART (Meet Boris)</p>	<p><u>HeartSmart:</u> DON'T FORGET TO LET LOVE IN (I am special)</p>	<p><u>HeartSmart:</u> TOO MUCH SELFIE ISN'T HEALTHY (I love others)</p>	<p><u>HeartSmart:</u> DON'T RUB IT IN, RUB IT OUT (I am a good friend)</p>	<p><u>HeartSmart:</u> FAKE IS A MISTAKE (I tell the truth)</p>	<p><u>HeartSmart:</u> NO WAY THROUGH, ISN'T TRUE (I can do it!)</p>
	<p><u>Self-Regulation</u> Identify and moderate their own feelings socially and emotionally</p>	<p><u>Self-Regulation</u> Identify and moderate their own feelings socially and emotionally</p> <p>Find solutions to conflicts and rivalries.</p>	<p><u>Self-Regulation</u> Express their feelings and consider the feelings of others</p>	<p><u>Self-Regulation</u> Express their feelings and consider the feelings of others</p>	<p><u>Self-Regulation</u> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p>	<p><u>Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p>

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basis throughout the reception year.						Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	<p><u>Managing Self</u> select & use activities and resources with help when needed.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Begin to manage their own needs and gain an understanding of basic hygiene.</p>	<p><u>Managing Self</u> See themselves as a valuable individual</p> <p>Remember rules without needing an adult to remind them.</p> <p>Begin to manage their own needs and gain an understanding of basic hygiene.</p>	<p><u>Managing Self</u> Show resilience and perseverance in the face of challenge.</p> <p>Begin to manage personal needs including dressing.</p>	<p><u>Managing Self</u> Show resilience and perseverance in the face of challenge.</p> <p>Begin to have an awareness of healthy food choices.</p>	<p><u>Managing Self</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly;</p>
	<p><u>Building Relationships</u> Begin to make friends and build relationships.</p> <p>Develop their sense of responsibility and membership of a community.</p>	<p><u>Building Relationships</u> Build constructive and respectful relationships.</p>	<p><u>Building Relationships</u> Think about the perspectives of others</p>	<p><u>Building Relationships</u> Think about the perspectives of others</p>	<p><u>Building Relationships</u> Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults</p>	<p><u>Building Relationships</u> Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers;</p>

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					and friendships with peers; Show sensitivity to their own and to others' needs.	Show sensitivity to their own and to others' needs.
English	<p><u>Comprehension</u> Engage in extended conversations about stories</p>	<p><u>Comprehension</u> Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Describe events in some detail.</p>	<p><u>Comprehension</u> Re-read stories to build up vocabulary. Talk about stories- recall, discuss characters and say what might happen next.</p>	<p><u>Comprehension</u> Ask questions about the book. Make comments and share their own ideas.</p>	<p><u>Comprehension</u> 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.</p>	<p><u>Comprehension</u> 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.</p>

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	<p>L&S Phase 1 and 2 <u>Word Reading</u> Develop their phonological awareness so that they can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound such as money and mother</p>	<p>L&S Phase 2 <u>Word Reading</u> Blend sounds into words so that they can read short words made up of known letter-sound correspondences.</p>	<p>L&S Phase 2 & 3 <u>Word Reading</u> Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the schools phonics programme.</p>	<p>L&S Phase 3 <u>Word Reading</u> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>L&S Phase 3 <u>Word Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs. 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.</p>	<p>L&S Phase 3 & 4 <u>Word Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs. 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.</p>
	<p><u>Writing</u> Enjoy drawing freely Add some marks to their drawings which they give meaning to. Make marks on their picture to stand for their name.</p>	<p><u>Writing</u> Use some of their print and letter knowledge in their early writing (writing a pretend shopping list.) Write some or all of their name.</p>	<p><u>Writing</u> Begin to form recognisable letters in simple words.</p>	<p><u>Writing</u> Write recognisable words and begin to write simple sentences.</p>	<p><u>Writing</u> 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 myself.</p>	<p><u>Writing</u> 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 myself and others.</p>

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Mathematics	<p><u>Number</u> Recognising numbers 1-3 Subitise upto 3 Count objects, actions and sounds to 3 Experiment with their own symbols and marks as well as numerals.</p>	<p><u>Number</u> Recognising numbers 3-5,0 Count objects, actions and sounds to 5 Begin to subitise upto 5 Compare numbers to 5 Begin to look at number bonds to 5 Money</p>	<p><u>Number</u> Recognising numbers 5-7 Count objects, actions and sounds to 7 Begin to subitise upto 7 Solve real world mathematical problems with numbers up to 5. Automatically recall number bonds up to 5 Subitise upto 5 Money</p>	<p><u>Number</u> Recognising numbers 7-10 Count objects, actions and sounds to 10 Compare numbers to 7 Solve real world mathematical problems with numbers up to 7. Money</p>	<p><u>Number</u> Recognising numbers to 10 Compare numbers to 10 Number bonds to 10 Count beyond 10.</p>	<p><u>Number</u> Develop a deeper understanding of numbers to 10, including the composition of each number. Recall number bonds up to 10, including doubling facts.</p>
	<p><u>Numerical Patterns</u> Verbally count to 3 Compare quantities of items indifferent contexts using language of greater than, less than or the same.</p>	<p><u>Numerical Patterns</u> Compare quantities using language: 'more than', 'fewer than'. Understand the 'one more than/one less than' relationship between consecutive numbers to 5 Begin to explore and represent patterns in numbers to 5 (doubles, halves, sharing)</p>	<p><u>Numerical Patterns</u> Understand the 'one more than/one less than' relationship between consecutive numbers to 7 Begin to explore and represent patterns in numbers to 7 (doubles, halves, sharing)</p>	<p><u>Numerical Patterns</u> Understand the 'one more than/one less than' relationship between consecutive numbers to 10 Explore and represent the patterns in numbers to 10 (odd, even)</p>	<p><u>Numerical Patterns</u> Explore and represent the patterns in numbers to 10 (doubles, halves, sharing) 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><u>Numerical Patterns</u> Verbally count beyond 20 and recognise the pattern of the counting system. Explore and represent patterns within numbers up to 10, including evens and odds, doubling facts and how quantities can be distributed equally.</p>

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	<p><u>Shape, Space and Measures</u> Begin to use mathematical shapes and 'flat' 2d. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Make comparisons between items relating to weight. Use positional language.</p>	<p><u>Shape, Space and Measures</u> Begin to use mathematical shapes and 'flat' 2d. Compose and decompose shapes, understanding shapes can have other shapes within them. Make comparisons between items relating to capacity</p>	<p><u>Shape, Space and Measures</u> Begin to use mathematical shapes and 'solid' 3D. Make comparisons between items relating to time. Order two items by distance.</p>	<p><u>Shape, Space and Measures</u> Begin to use mathematical shapes and 'solid' 3D. Order and sequence familiar events. Measure short periods of time in simple ways.</p>	<p><u>Shape, Space and Measures</u> Begin to use everyday language related to money. Recognise, create and describe patterns. Make comparisons between items relating to height.</p>	<p><u>Shape, Space and Measures</u> Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>
<p>Religious Education</p>	<p>Who Am I and Where do I Belong? BELONGING</p>	<p>Why do we have celebrations? CELEBRATION</p>	<p>What makes a place special? SPECIALNESS (Belonging)</p>	<p>What makes something special? SPECIALNESS (Belonging)</p>	<p>What can we learn from stories? SPECIALNESS</p>	<p>What makes our world wonderful? SPECIALNESS (Belonging)</p>



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<p>Forest School</p>	<p>Introduction to Forest School. Rules and boundaries-why we need them. How to stay safe. Getting to know our surroundings. Taking care of the environment and ourselves. Respecting and listening to others. Values. Why do leaves change colour in Autumn?</p>	<p>Seasonal changes. Comparing the differences. Understanding why Trees lose their leaves in Winter. Comparing Deciduous and Ever-Green Trees. Inspiring Land Art (Richard Shilling and Andy Goldsworthy) Fire building. Learning the fire triangle and the key elements needed to make fire. Fire safety.</p>	<p>How animals and humans can keep warm in winter. Taking care of ourselves. Den building. Animal home and habitat building. Animals that hibernate. Observing the weather. Natural materials – clay bowls/blopsters. Where different materials come from. Comparing materials and grouping.</p>	<p>How has the environment changed? Using our senses in the outdoors. Spring time walk. Identifying a range of flora and fauna. How we can protect birds in the Spring and support them in nesting season. Planting saplings and wildflowers. Safety in hot weather</p>	<p>How seeds grow. Understanding, identifying and labelling parts of a flower. Learning the basis of photosynthesis. Mini-beast hunting and pond dipping. Learning the basic parts of insects and mini- beasts. Comparing Mini-beasts. Habitat building. Ladybird lifecycles. The importance of Bees. Pollination. Nature’s rainbow - finding colour in the Great Outdoors.</p>	<p>Eco food chains and how we can support this. Our role within the Eco chain. Giving nature a voice. Literacy in the outdoors. Sketching and describing. What Forest School means to us. Moving on and sharing memories.</p>
<p>Understanding the World <i>Ongoing skills: Comment on images of familiar situations in the past.</i></p>	<p><u>Past and Present</u> Begin to make sense of their own life story and family’s history.</p>	<p><u>Past and Present</u> Compare and contrast characters from stories, including figures from the past.</p>	<p><u>Past and Present</u> Compare and contrast characters from stories, including figures from the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p><u>Past and Present</u> Talk about the lives of the people around them and their roles in society.</p>	<p><u>Past and Present</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Talk about the lives of the people around them and their roles in society.</p>	<p><u>Past and Present</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Talk about the lives of the people around them and their roles in society.</p>



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<p><i>Talk about members of their immediate family and community.</i></p> <p><i>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</i></p>	<p><u>People, Culture and Communities</u> Name and describe people who are familiar to them.</p>	<p><u>People, Culture and Communities</u> Know that there are different countries in the world and talk about the difference they have experienced or seem in photos. Draw information from, a simple map Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p><u>People, Culture and Communities</u> Understand that some places are special to members of their community. Draw information from a simple map.</p>	<p><u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observations, discussions, stories, non fiction texts and maps. Know some similarities and differences between different religions and cultural communities in this county, drawing on experiences and what has been read in class.</p>	<p><u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observations, discussions, stories, non fiction texts and maps.</p>	<p><u>People, Culture and Communities</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.</p>
	<p><u>The Natural World</u> Talk about the differences between materials and changes they notice. Understand the effect of changing seasons on the natural world around them. (Autumn)</p>	<p><u>The Natural World</u> Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. (Winter) Know some similarities and differences between the natural world around them and</p>	<p><u>The Natural World</u> Recognise some environments that are different to the one in which they live.</p>	<p><u>The Natural World</u> Understand the effect of changing seasons on the natural world around them. (Spring) Understand some important processes and change in the natural world around them, including seasons and changing states of matter.</p>	<p><u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and change in the natural world around them, including</p>	<p><u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and change in the natural world around them, including seasons and changing states of matter.</p>

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		contrasting environments, drawing on their experiences and what has been read in class.			seasons and changing states of matter.	
Expressive Arts and Design	<p><u>Creating with materials</u> Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>Join different materials and explore different textures</p>	<p><u>Creating with materials</u> Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour mixing</p> <p>Make imaginative and complex small worlds with blocks/ construction kits and natural materials</p>	<p><u>Creating with materials</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p><u>Creating with materials</u> Create collaboratively, sharing ideas, resources and skills.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings/paintings like happiness, sadness, fear</p>	<p><u>Creating with materials</u> ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p><u>Creating with materials</u> ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>

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	<p><u>Being Imaginative and Expressive</u> Take part in simple pretend play, using an object to represent something else. i.e. gems for pasta.</p> <p>Listen with increased attention to sounds</p> <p>Sing the pitch of a tune sung by another person (pitch match)</p> <p>Sing the melodic shape such as up and down, down and up of familiar songs</p> <p>Create their own songs, or improvise a song around one they know</p>	<p><u>Being Imaginative and Expressive</u> Begin to develop complex stories using small world equipment like animal sets</p> <p>Remember and sing entire songs</p> <p>Play instruments with increasing control to express their feelings and ideas</p>	<p><u>Being Imaginative and Expressive</u> Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p>	<p><u>Being Imaginative and Expressive</u> Develop storylines in their pretend play</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p><u>Being Imaginative and Expressive</u> ELG Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Sing a range of well known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and -when appropriate-try to move in time with music.</p>	<p><u>Being Imaginative and Expressive</u> ELG Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Sing a range of well known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and -when appropriate-try to move in time with music.</p>
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