

Year: Reception Yearly Objective Overview 2023 – 2024 (using Sonar Whole School Curriculum Map)

	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Book focus	The Colour Monster Various starting school books	Biscuit Bear by Mini Grey Dogger by Shirley Hughes	Errol's Garden What the ladybird heard- Julia Donaldson Farmer duck- Martin Waddell and Helen Oxenbury	Supertato - Paul Linnet and Sue Hendra Superworm – Julia Donaldson	Superworm- Julia Donaldson Yucky worms- Vivian French Various non-fiction books about bugs	Commotion in the Ocean- Giles Andreae Sharing a Shell- Julia Donaldson Rainbow Fish- Marcus Pfister The Pirates Next Door – Jonny Duddle
Communication and Language	<p>A baseline assessment will need to be completed in-line with DFE expectations.</p> <p>4-year-old observation check point:</p> <ul style="list-style-type: none"> <li>· Is the child saying words of four to six words – ‘I want to play with cars’ or ‘What’s that thing called?’</li> <li>· Can the child use sentences joined up with words like ‘because’ ‘or’, ‘and’? For example: ‘I like ice cream because it makes my tongue shiver’.</li> <li>· Is the child using the future and past tense: ‘I am going to the park’ and ‘I went to the shop’?</li> <li>· Can the child answer simple ‘why’ questions?</li> </ul>	<ul style="list-style-type: none"> <li>· Understand how to listen carefully and why listening is important.</li> <li>· Learn new vocabulary</li> <li>· Use new vocabulary through the day.</li> <li>· Ask questions to find out more and to check they understand what has been said to them.</li> <li>· Articulate their ideas and thoughts in well-formed sentences.</li> <li>· Connect one idea or action to another using a range of connectives.</li> <li>· Describe events in some detail.</li> <li>· Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>· Develop social phrases.</li> <li>· Engage in storytimes</li> <li>· Listen to and talk about stories to build familiarity and understanding.</li> <li>· Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>· Understand how to listen carefully and why listening is important.</li> <li>· Learn new vocabulary</li> <li>· Use new vocabulary through the day.</li> <li>· Ask questions to find out more and to check they understand what has been said to them.</li> <li>· Articulate their ideas and thoughts in well-formed sentences.</li> <li>· Connect one idea or action to another using a range of connectives.</li> <li>· Describe events in some detail.</li> <li>· Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>· Develop social phrases.</li> <li>· Engage in storytimes</li> <li>· Listen to and talk about stories to build familiarity and understanding.</li> <li>· Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>· Use new vocabulary in different contexts.</li> </ul>	<p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> <li>· 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</li> <li>· Make comments about what they have heard and ask questions to clarify their understanding</li> <li>· Hold conversations when engaged in back-and-forth exchanges with their teachers and peers</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>· Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>· Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate,</li> <li>· Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>· Understand how to listen carefully and why listening is important.</li> <li>· Learn new vocabulary</li> <li>· Use new vocabulary through the day.</li> <li>· Ask questions to find out more and to check they understand what has been said to them.</li> <li>· Articulate their ideas and thoughts in well-formed sentences.</li> <li>· Connect one idea or action to another using a range of connectives.</li> <li>· Describe events in some detail.</li> <li>· Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>· Develop social phrases.</li> <li>· Engage in story times</li> <li>· Listen to and talk about stories to build familiarity and understanding.</li> <li>· Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul>	<p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding</li> <li>- Hold conversations when engaged in back-and-forth exchanges with their teachers and peers</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of</li> </ul>

		<ul style="list-style-type: none"> <li>· Use new vocabulary in different contexts.</li> <li>· Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>· Learn rhymes, poems and songs.</li> <li>· Engage in non-fiction books.</li> <li>· Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>· Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>· Learn rhymes, poems and songs.</li> <li>· Engage in non-fiction books.</li> <li>· Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>· Use new vocabulary in different contexts.</li> <li>· Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>· Learn rhymes, poems and songs.</li> <li>· Engage in non-fiction books.</li> <li>· Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<p>conjunctions, with modelling and support from their teacher.</p>
Personal, Social and Emotional Development	<p>Baseline assessments</p> <ul style="list-style-type: none"> <li>· Does the child play alongside others or do they always want to play alone?</li> <li>· Does the child take part in pretend play (for example, being 'mummy' or 'daddy')</li> <li>· Does the child take part in other pretend play in different roles being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</li> </ul>	<ul style="list-style-type: none"> <li>· See themselves as a valuable individual.</li> <li>· Build constructive and respectful relationships.</li> <li>· Express their feelings and consider the feelings of others.</li> <li>· Show resilience and perseverance in the face of challenge.</li> <li>· Identify and moderate their own feelings socially and emotionally.</li> <li>· Think about the perspectives of others.</li> <li>· Manage their own needs.</li> </ul>	<ul style="list-style-type: none"> <li>· See themselves as a valuable individual.</li> <li>· Build constructive and respectful relationships.</li> <li>· Express their feelings and consider the feelings of others.</li> <li>· Show resilience and perseverance in the face of challenge.</li> <li>· Identify and moderate their own feelings socially and emotionally.</li> <li>· Think about the perspectives of others.</li> <li>· Manage their own needs.</li> </ul>	<p>Self-regulation:</p> <ul style="list-style-type: none"> <li>· Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>· Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>· 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.</li> </ul> <p>Managing Self:</p> <ul style="list-style-type: none"> <li>· Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>· Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>· Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>· See themselves as a valuable individual.</li> <li>· Build constructive and respectful relationships.</li> <li>· Express their feelings and consider the feelings of others.</li> <li>· Show resilience and perseverance in the face of challenge.</li> <li>· Identify and moderate their own feelings socially and emotionally.</li> <li>· Think about the perspectives of others.</li> <li>· Manage their own needs.</li> </ul>	<p>Self-regulation:</p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- 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.</li> </ul> <p>Managing Self:</p> <ul style="list-style-type: none"> <li>· Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>· Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> </ul>

				<p>Building Relationships:</p> <ul style="list-style-type: none"> <li>·Work and play cooperatively and take turns with others;</li> <li>·Form positive attachments to adults and friendships with peers;</li> <li>·Show sensitivity to their own and to others' needs.</li> </ul>		<ul style="list-style-type: none"> <li>· Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p>Building Relationships:</p> <ul style="list-style-type: none"> <li>· Work and play cooperatively and take turns with others;</li> <li>· Form positive attachments to adults and friendships with peers;</li> <li>· Show sensitivity to their own and to others' needs</li> </ul>
Physical Development	<p>Baseline assessments</p> <p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> <li>· Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>· Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes – personal hygiene</li> <li>· Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>· Know and talk about the different factors that support their overall health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>·Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>·Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>·Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>·Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>·Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>·Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> <li>·Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>·Demonstrate strength, balance and coordination when playing;</li> <li>·Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> <li>·Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>·Use a range of small toys, including scissors, paint brushes and cutlery</li> <li>·Begin to show accuracy and care when drawing</li> </ul>	<ul style="list-style-type: none"> <li>·Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</li> <li>·Combine different movements with ease and fluency.</li> <li>·Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases - Use a range of small toys, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing</li> </ul>
Literacy	<p>Baseline assessments</p> <ul style="list-style-type: none"> <li>· Form lower-case and capital letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>·Read individual letters by saying the sounds for them.</li> <li>·Blend sounds into words, so that they can read short words</li> </ul>	<ul style="list-style-type: none"> <li>·Read a few common exception words matched to the school's phonic programme.</li> </ul>	<p>Comprehension</p> <ul style="list-style-type: none"> <li>·Demonstrate understanding of what has been read to them by retelling stories and narratives</li> </ul>	<ul style="list-style-type: none"> <li>·Read a few common exception words matched to the school's phonic programme.</li> </ul>	<p>Comprehension</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by</li> </ul>

	<ul style="list-style-type: none"> <li>· Read individual letters by saying the sounds for them.</li> </ul>	<p>made up of known letter–sound correspondences.</p> <ul style="list-style-type: none"> <li>· Read some letter groups that each represent one sound and say sounds for them.</li> <li>· Form lower-case and capital letters correctly.</li> <li>· Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<ul style="list-style-type: none"> <li>· Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>· Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>· Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>· Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>· Re-read what they have written to check that it makes sense.</li> </ul>	<p>using their own words and recently introduced vocabulary;</p> <ul style="list-style-type: none"> <li>· Anticipate – where appropriate – key events in stories;</li> <li>· Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p>Word Reading</p> <ul style="list-style-type: none"> <li>· Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>· Read words consistent with their phonic knowledge by sound-blending;</li> <li>· Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>· Write recognisable letters, most of which are correctly formed;</li> <li>· Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>· Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>· Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>· Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>· Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>· Re-read what they have written to check that it makes sense.</li> </ul>	<p>retelling stories and narratives using their own words and recently introduced vocabulary;</p> <ul style="list-style-type: none"> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p>Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs; -</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <ul style="list-style-type: none"> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>- Write simple phrases and sentences that can be read by others</li> </ul>
Maths	<p>Baseline assessments</p> <ul style="list-style-type: none"> <li>· Count objects, actions and sounds.</li> <li>· Subitise</li> <li>· Link the number symbol (numeral) with its cardinal number value.</li> </ul>	<ul style="list-style-type: none"> <li>· Count objects, actions and sounds</li> <li>· Subitise</li> <li>· Link the number symbol (numeral) with its cardinal number value.</li> </ul>	<ul style="list-style-type: none"> <li>· Count objects, actions and sounds</li> <li>· Subitise</li> <li>· Link the number symbol (numeral) with its cardinal number value.</li> </ul>	<ul style="list-style-type: none"> <li>· Automatically recall number bonds for numbers 0–10.</li> <li>· Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>· Compose and decompose shapes so that children recognise</li> </ul>	<p>Number:</p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> </ul>	<p>Number</p> <ul style="list-style-type: none"> <li>· Have a deep understanding of number to 10, including the composition of each number;</li> </ul> <p>Subitise (recognise quantities without counting) up to 5;</p>

	<ul style="list-style-type: none"> <li>Continue, copy and create repeating patterns.</li> </ul> <p><b>White Rose:</b> Block 1: compare more less groupings. Sort organise in categories</p> <p>Block 2: Measurement and patterns Make a repeated pattern Explore measurement long/short</p>	<ul style="list-style-type: none"> <li>Compare numbers</li> <li>Compare weight and capacity</li> <li>Continue repeating patterns.</li> <li>Explore the different properties of 2D shapes</li> </ul> <p><b>White Rose:</b> Block 3 Counting 123 Subitise numbers up to 3/5</p> <p>Block 4: 2D shapes Explore 2D shapes</p> <p>Block 5: counting to 5 Subitise numbers up to 5</p>	<ul style="list-style-type: none"> <li>Compare numbers</li> <li>Compare weight and capacity</li> <li>Continue repeating patterns.</li> </ul> <p><b>White Rose:</b> Block 1; Alive in 5 Counting to 5</p> <p>Block 2: Mass and capacity</p> <p>Block 3: Growing 6, 7, 8</p>	<p>a shape can have other shapes within it, just as numbers can.</p> <ul style="list-style-type: none"> <li>Count beyond ten</li> <li>Compare numbers</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Explore the composition of numbers to 10.</li> </ul> <p><b>White Rose</b> Block 4: Length height time</p> <p>Block 5: Building 9 and 10</p> <p>Block 6: Explore 3D shapes</p>	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>Numerical Patterns:</p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul> <p><b>White Rose</b> Block 1: To 20 and beyond</p> <p>Block 2: How many now</p> <p>Block 3: Manipulate compose and decompose</p>	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>Numerical Patterns</p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul> <p><b>White Rose</b> Block 4: Sharing and grouping</p> <p>Block 5: Visualise build and map</p> <p>Block 6: Make connections</p>
Understanding the World	<p>Baseline assessments</p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways (Bonfire night, Christmas and Diwali)</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Comment on images of familiar situations in the past</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Draw information from a simple map.</li> <li>Explore the natural world around them.</li> </ul>	<p>Past and Present</p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society;</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>Understand the past through settings, characters and events</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>	<p>Past and Present</p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society;</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> </ul>

		<ul style="list-style-type: none"> <li>·Recognise similarities and differences between life in this country and life in other countries.</li> <li>·Understand that some places are special to members of their community</li> </ul>		<p>encountered in books read in class and storytelling.</p> <ul style="list-style-type: none"> <li>·People, Culture and Communities</li> <li>·Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>·Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>·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.</li> </ul> <p>The Natural World</p> <ul style="list-style-type: none"> <li>·Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>·Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>·Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>		<ul style="list-style-type: none"> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> </ul> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants; -</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none"> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
Expressive Arts and Design	Baseline assessments	·Sing in a group or on their own, increasingly matching the pitch and following the melody.	·Create collaboratively, sharing ideas, resources and skills.	Creating with Materials	·Create collaboratively, sharing ideas, resources and skills.	Creating with Materials

	<ul style="list-style-type: none"> <li>· Develops storylines in their pretend play</li> <li>· Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>· Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>· Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>· Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>· Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>· Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>· Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>· Develop storylines in their pretend play.</li> <li>· Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>· Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>· Share their creations, explaining the process they have used;</li> <li>· Make use of props and materials when role playing characters in narratives and stories.</li> <li>· Being Imaginative and Expressive</li> <li>· Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>· Sing a range of well-known nursery rhymes and songs;</li> <li>· Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>· Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>· Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>· Explore and engage in music making and dance, performing solo or in groups.</li> <li>· Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>
RSE Ten Ten	Module 1, Unit 2: Session 1: I Am Me Session 2: Heads, Shoulders, Knees and Toes Session 3: Ready teddy	Module 1, Unit 3: Session 1: I like, You Like, We All Like! Session 2: Good feelings, Bad feelings, Session 3: Let's Get Real	Module 1, Unit 4: Session 1: Growing Up Module 2, Unit 1, Session 1: Who's Who?, Session 2: You've Got a Friend in Me, Session 3: Forever Friends	Module 2, Unit 3: Safe Inside and Out, Session 2: My Body, My Rules.	Module 2, Unit 3: Session 3: Feeling Poorly, Session 4: People Who Help us.	PSHE Milo's money
RE	Unit 1: God and creation unit BIG Question: Why is the word of God so important to Christians?	Unit 2: Incarnation BIG question: Why do Christians Perform Nativity Plays at Christmas?	Unit 3: New Testament Stories BIG Question: What do Christians Think Is special About Jesus and the Message He Brings?	Unit 4: Salvation BIG Question: Why do Christians Put A cross in an Easter garden?	Unit 5: Old Testament Stories Big Question: What can we learn from Old Testament Stories?	Unit 6: World Faiths BIG Question: What stories are told by and about people of different faiths and beliefs?
PE	Taught by Mrs Hookway					