




## Prime Areas of Learning Progression of skills →

<b>Key Curricular Goals - What we want children to learn by the end of Reception:</b>						
<b>Communication &amp; Language</b>	To ask relevant questions and make relevant comments in return. To create their own stories using a growing range of story language. To converse in a back-and-forth exchange with friends and teachers and express their feelings. To Express ideas with confidence and feeling.					
<b>Listening, Attention and Understanding</b> 	To understand how to listen carefully.  To understand why listening is important.  To be able to follow directions.	To engage in story times, joining in with repeated phrases and actions.  To begin to understand how and why questions.  To respond to instructions with more than one step.	To ask questions to find out more.  To begin to understand humour.  To understand a range of complex sentence structures.	To retell a story.  To follow a story without pictures or props.	To understand questions such as who, what, where, when, why and how.	To have conversations with adults and peers with back-and-forth exchanges.
<b>Speaking</b> 	To talk in front of a small group.  To talk to the class teacher and teaching assistants.  To learn new vocabulary.	To answer questions in front of whole class.  To use new vocabulary throughout the day	To develop the confidence to talk to other adults they see on a daily basis.  To talk in sentences using conjunctions e.g. and, because.	To share their work to the class - standing up at the front.  To use new vocabulary in different contexts.  To engage in non-fiction books.	To link statements and stick to a main theme.  To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	To talk to different adults around the school.  To talk about why things happen.  To talk in sentences using a range of tenses.
<b>Key Curricular Goals - What we want children to learn by the end of Reception:</b>						
<b>Personal, Social and Emotional Development</b>	To persevere, be resilient, show determination and take risks. To be an independent learner and follow routines with confidence. To be kind and show empathy to others. To understand own feelings and be able to increasingly manage emotions in a variety of situations.					
<b>Self Regulation</b> 	PATHS - To recognise the feelings happy and sad and how people show these emotions.  To focus during short whole class activities.  To follow one-step instructions.	PATHS - To recognise the feelings mad/angry and scared/afraid and how people show these emotions.  PATHS - Children will learn the 'turtle' technique to help them calm down and resolve their problems.  To talk about how they are feeling and that all feelings are OK.	PATHS - To recognise the feeling calm/relaxed and how people show these emotions.  To focus during longer whole class lessons.  To follow two-step instructions.	PATHS - To recognise the feelings excited and tired and how people show these emotions.  To identify and moderate their own feelings socially and emotionally. To identify our feelings as comfortable and uncomfortable.  PATHS - Discussion of different choices they have when faces with a problem	PATHS - To recognise the feelings frustrated, proud, love, worried, disappointed and jealous and how people show these emotions.  To control their emotions using a range of techniques.	PATHS - To recognise the feelings furious, guilty and generous and how people show these emotions.  To maintain focus during extended whole class teaching.  To follow instructions of three steps or more.  Children will work on transitioning and preparing for Year 1.

		To begin to consider the feelings of others.		and recognise strategies to calm down.		
<b>Managing Self</b> 	<p>To use the toilet and wash hands independently.</p> <p>To put coat on independently.</p> <p>To explore different areas within the Reception environment.</p>	<p>To have confidence to try new activities.</p> <p>To get ready for forest school independently.</p>	<p>To begin to show resilience and perseverance in the face of challenge.</p> <p>To practice doing up a zipper, buttons and buckles.</p>	To develop independence when dressing and undressing.	<p>To identify and name healthy foods.</p> <p>To manage own basic needs independently.</p>	<p>To understand the importance of healthy food choices.</p> <p>To show resilience and perseverance in the face of challenge.</p> <p>To show a 'can do' attitude.</p>
<b>Building Relationships</b> 	<p>To seek support of adults when needed.</p> <p>To gain confidence to speak to peers and adults.</p> <p>PATHS - Children will learn the importance of compliments and how to give a good compliment to others.</p>	<p>To play with children who are playing with the same activity.</p> <p>To begin to develop friendships.</p> <p>To have positive relationships with all Reception staff.</p>	<p>PATHS - Children will learn the importance and benefits of sharing.</p> <p>PATHS - Children will read the story 'Twiggles special day' where they learn they can have more than one friend and that they can share, take turns, and have fun.</p> <p>To begin to work as a group with support.</p>	To listen to the ideas of other children and agree on a solution and compromise.	<p>To work as a group.</p> <p>To begin to develop relationships with other adults around the school.</p>	<p>To have confidence to communicate with adults around school.</p> <p>To have strong friendships.</p>
<b>Physical Development</b>	<b>Key Curricular Goals - What we want children to learn by the end of Reception:</b>					
	<p>To make healthy choices and explain why.</p> <p>To show independence through use of cutlery, zipping up own coat, taking jumper on/off.</p> <p>To use scissors and hold a pencil effectively with a dominant hand and form letters correctly.</p>					
<b>Gross Motor Skills</b> 	<p><b>Get Set for PE</b></p> <p>To move safely in a space.</p> <p>To follow instructions and stop safely.</p> <p>To develop control when using equipment.</p> <p>To follow a path and take turns.</p> <p>To work co-operatively with a partner.</p>	<p><b>Get Set for PE</b></p> <p>To develop balance.</p> <p>To develop running and stopping.</p> <p>To change direction.</p> <p>To develop jumping and hopping.</p> <p>To explore different ways of travelling using equipment.</p>	<p><b>Get Set for PE</b></p> <p>To roll and track a ball.</p> <p>To develop accuracy when throwing to a target.</p> <p>To develop dribbling with hands and feet.</p> <p>To throw and catch with a partner.</p> <p>To kick a ball to a target.</p>	<p><b>Get Set for PE</b></p> <p>To copy and repeat actions whilst staying in time to music.</p> <p>To move safely with confidence and imagination.</p> <p>To explore movement using props with control and co-ordination.</p>	<p><b>Get Set for PE</b></p> <p>To develop accuracy when throwing.</p> <p>To follow instructions and move safely when playing tagging games.</p> <p>To play against an opponent with developed co-ordination.</p> <p>To explore striking a ball.</p>	<p><b>Get Set for PE</b></p> <p>To create short sequences using shapes, balances and travelling actions.</p> <p>To develop balancing when using apparatus.</p> <p>To jump and land safely from a height.</p> <p>To develop rocking and rolling.</p>

**Fine Motor Skills**



<p>To use a dominant hand.</p> <p>To mark make using different shapes.</p> <p>To begin to use a tripod grip when using mark making tools.</p> <p>To use tweezers to transfer objects.</p> <p>To thread large beads.</p> <p>To begin to copy letters.</p> <p>To hold scissors correctly and make snips in paper.</p> <p>To hold a fork and spoon correctly.</p>	<p>To begin to use anti-clockwise movement and retrace vertical lines.</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines.</p> <p>To use a tripod grip when using mark making tools.</p> <p>To accurately draw lines, circles, and shapes to draw pictures.</p> <p>To write taught letters using correct formation.</p>	<p>To hold scissors correctly and cut along a curved line.</p> <p>To thread small beads.</p> <p>To use small pegs.</p> <p>To write taught letters using correct formation.</p>	<p>To hold scissors correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation and control the size of letters.</p>	<p>To hold scissors correctly and cut out small shapes.</p> <p>To copy letters using a lead in and lead out.</p> <p>To paint using thinner brushes.</p>	<p>To hold scissors correctly and cut various materials.</p> <p>To create drawings with details.</p>
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**Specific Areas of Learning**

**Key Curricular Goals - What we want children to learn by the end of Reception:**

**Literacy**

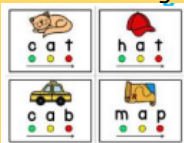
To develop a repertoire of stories they can retell and use language from to make up their own.  
 To read simple sentences and books with independence.  
 To write simple sentences with independence that can be read by others.  
 To hear and give rhymes when listening to rhyming stories.

**Comprehension**



<p><b>Children will:</b> Use pictures to tell stories.</p> <p>Sequence familiar stories.</p> <p>Independently look at books, holding them the correct way and turning pages.</p>	<p><b>Children will:</b> Engage in story times, joining in with repeated phrases and actions.</p> <p>Begin to answer questions about the stories read to them.</p> <p>Enjoy an increasing range of books.</p>	<p><b>Children will:</b> Act out stories.</p> <p>Begin to predict what may happen in the story.</p> <p>Suggest how a story might end.</p>	<p><b>Children will:</b> Retell a story.</p> <p>Follow a story without pictures or props.</p> <p>Talk about the characters in the books they are reading.</p>	<p><b>Children will:</b> Answer questions about what they have read.</p> <p>Use vocabulary that is influenced by their experiences of books.</p>	<p><b>Children will:</b> Know that information can be retrieved from books.</p>
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**Word Reading**



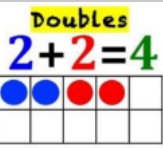



**Phonics**  
 To develop the children's reading we have daily phonics sessions using **Bug Club Phonics**, which is a fun child centred approach to teaching synthetic phonics.



<p>To recognise taught Phase 2 sounds (satpinmdgockck eur)</p> <p>To recognise taught phase 2 tricky words (and to)</p>	<p>To recognise taught Phase 2/3 sounds (satpinmdgockckeurhbffllssjvwxyz zz qu ch sh th ng)</p> <p>To recognise taught phase 2 tricky words (and to the no go)</p>	<p>To recognise taught Phase 2/3 sounds (satpinmdgockckeurhbffllssjvwxyz zz qu ch sh th ng ai ee igh oa oo (long oo (short) ar or ur ow oi ear air ure er)</p>	<p>To recognise taught Phase 2/3 sounds (satpinmdgockckeurhbffllssjvwxyz zz qu ch sh th ng ai ee igh oa oo (long oo (short) ar or ur ow oi ear air ure er)</p> <p>To recognise taught phase 2/3 tricky words (and to the no</p>	<p>To recognise taught Phase 2/3 sounds (satpinmdgockckeurhbffllssjvwxyz zz qu ch sh th ng ai ee igh oa oo (long oo (short) ar or ur ow oi ear air ure er)</p> <p>To recognise taught phase 2/3/4 tricky words (and to the</p>	<p>To recognise taught Phase 2/3 sounds (satpinmdgockckeurhbffllssjvwxyz zz qu ch sh th ng ai ee igh oa oo (long oo (short) ar or ur ow oi ear air ure er)</p> <p>Phase 4 adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)</p>
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	<p>To read high frequency decodable words (at, as, an, it, in, is dad)</p> <p>Recognise their name</p> <p>Begin to blend sounds together to read words and simple captions (e.g a pan) using the taught sounds.</p>	<p>To read high frequency decodable words (at, as, an, it, in, is dad, mum, up, get, had, back, his, big, him, if, of, off, but)</p> <p>Blend sounds to read words using taught sounds</p> <p>Read words ending with s e.g. hats, sits</p> <p>To read words ending with s /z/ e.g. his, bags</p> <p>To begin reading captions and sentences using taught sounds.</p> <p>To read books matching their phonics ability.</p>	<p>To recognise taught phase 2/3 tricky words (and to the no go I into her me be he my by she)</p> <p>To read high frequency decodable words (at, as, an, it, in, is dad, mum, up, get, had, back, his, big, him, if, of, off, but, will, that, this, then, them, with, look, see, too, for, now, down)</p> <p>To read words with double letters.</p> <p>To begin to read longer words.</p> <p>To recognise taught digraphs in words and blend the sounds together.</p> <p>To read sentences containing tricky words and digraphs.</p> <p>To read books matching their phonics ability.</p>	<p>go I into her me be he my by she they we are you all was give live)</p> <p>To read high frequency decodable words (at, as, an, it, in, is dad, mum, up, get, had, back, his, big, him, if, of, off, but, will, that, this, then, them, with, look, see, too, for, now, down)</p> <p>To read longer words including those with double letters.</p> <p>To read words with -es at the end.</p> <p>To read sentences containing tricky words and digraphs.</p> <p>To read books matching their phonics ability.</p>	<p>no go I into her me be he my by she they we are you all was give live said have like so do some come were)</p> <p>To read high frequency decodable words (at, as, an, it, in, is dad, mum, up, get, had, back, his, big, him, if, of, off, but, will, that, this, then, them, with, look, see, too, for, now, down)</p> <p>To read words with short vowel sounds and adjacent consonants.</p> <p>To read longer words</p> <p>To read compound words.</p> <p>To read words ending in suffixes (-ing, -ed, -est)</p> <p>To read longer sentences containing phase 4 words and tricky words.</p> <p>To read books matching their phonics ability.</p>	<p>To recognise taught phase 2/3/4 tricky words (and to the no go I into her me be he my by she they we are you all was give live said have like so do some come were there little one when out what)</p> <p>To read high frequency decodable words (at, as, an, it, in, is dad, mum, up, get, had, back, his, big, him, if, of, off, but, will, that, this, then, them, with, look, see, too, for, now, down)</p> <p>To read words with phase 3 long vowel sounds with adjacent consonants.</p> <p>To read longer words.</p> <p>To read compound words.</p> <p>To read words ending in suffixes.</p> <p>To read long er sentences containing phase 4 words and tricky words.</p> <p>To read books matching their phonics ability.</p>
<p>Writing</p> 	<p>To copy their name.</p> <p>To give meanings to the marks they make.</p> <p>To copy taught letters.</p> <p>To write initial sounds.</p> <p>To begin to write CVC words using taught sounds</p>	<p>To write their name.</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds.</p>	<p>To form lower-case letters correctly.</p> <p>To begin to write sentences using finger spaces.</p> <p>To understand that sentences start with a capital letter and end with a full stop.</p> <p>To spell words using taught sounds.</p> <p>To spell some taught tricky words correctly.</p>	<p>To form lower-case letters correctly and begin to form capital letters.</p> <p>To write sentences using finger spaces and full stops.</p> <p>To spell words using taught sounds.</p> <p>To spell some taught tricky words correctly.</p>	<p>To form lower-case and capital letters correctly.</p> <p>To begin to copy letters using a lead in and lead out.</p> <p>To begin to write longer words which are spelt phonetically.</p> <p>To begin to use capital letters at the start of a sentence.</p>	<p>To form lower-case and capital letters correctly.</p> <p>To copy letters using a lead in and lead out.</p> <p>To begin to write longer words and compound words which are spelt phonetically.</p> <p>To write sentences using a capital letter, finger spaces and full stop.</p> <p>To spell some taught tricky words correctly.</p>

					<p>To use finger spaces and full stops when writing a sentence.</p> <p>To spell some taught tricky words correctly</p> <p>To begin to read their work back.</p>	To read their work back and check it makes sense.
<b>Mathematics</b>	<b>Key Curricular Goals - What we want children to learn by the end of Reception:</b>					
	<p>To understand in depth numbers to 10, including number bonds.          To recognise, compare and explore the pattern of the counting system.          To compare quantities and amounts in different contexts.</p>					
<p><i>Number</i></p> <p>In Mathematics, we follow the <b>White Rose Maths</b> schemes</p>  	<p><b>Numbers to 3</b>          Children will subitise quantities to 3. Children will match number names to numerals. They will understand that as we count, each number is one more and as we count back, each number is one less. Children will explore the different compositions of number e.g 3 can be composed of 2 and 1.</p>	<p><b>Numbers to 5</b>          Children will subitise quantities to 5. Children will match number names to numerals. They will understand that as we count, each number is one more and as we count back, each number is one less. Children will explore the different compositions of number e.g 5 can be composed of 2 and 3.</p>	<p><b>Numbers 0-8</b>          Children will be introduced to the concept of the number zero. They will explore the concept that all numbers are made up of smaller numbers and look at number bonds to 8. Children will combine two groups to find how many altogether. They will subitise quantities to 6 and match number names to numerals. They will develop their understanding that as we count, each number is one more and as we count back, each number is one less. Children will explore the different compositions of number e.g 8 can be composed of 5 and 3.</p>	<p><b>Numbers 0-10</b>          Children will continue to develop their skill of subitising quantities. They will match number names to numerals and understand that as we count, each number is one more and as we count back, each number is one less. Children will explore the different compositions of numbers to 10 e.g. 10 can be composed of 5 and 5.</p> <p>Children will represent numbers to 10 in different ways and will know that a 10 frame is full when there is 10.</p>	<p><b>To 20 and Beyond</b>          Children will continue to practice and consolidate subitising and counting skills. Using their solid foundations and understanding of numbers to 10 children will build and identify numbers to 20 (and beyond) using a range of resources.</p>	<p><b>Consolidation</b>          Children will continue to practice and consolidate subitising and counting skills. They will engage in problem solving and develop critical thinking skills.</p>
<p><i>Numerical Patterns</i></p> 	<p><b>Numbers to 3</b>          Children will count on and back to 3. They will match number names to quantities saying which sets have more and which have fewer.</p> <p><b>Making Comparisons</b>          Compare and order quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or</p>	<p><b>Numbers to 5</b>          Children will count on and back to 5. They will match number names to quantities saying which sets have more and which have fewer.</p>	<p><b>Numbers 0-8</b>          Children will count on and back to 8. They will match number names to quantities saying which sets have more and which have fewer. Children will continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. They will use a range of</p>	<p><b>Numbers 0-10</b>          Children will match number names to quantities saying which sets have more and which have fewer. They will count forwards and backwards to and from 10. Children will compare quantities by counting with 1-1 correspondence. They will explore number bonds to 10.</p>	<p><b>To 20 and Beyond</b>          Children will recognise that the numbers 1-9 repeat after every full 10. Children will count on and back beyond 10 and from different starting points. They will understand that the quantity of a group can be changed by adding more or taking items away.</p>	<p><b>Sharing and Grouping</b>          Children will understand that sharing means everyone has the same and it is equal. They will understand that some quantities will share equally into 2 groups, and some won't.</p> <p><b>Doubling</b>          Children will understand that doubling means 'twice as many'. They will build doubles using objects.</p>

	the same as the other quantity.		representations to compare quantities.			
<p><b>Shape, Space and Measure</b></p>  <p><i>*There are no Early Learning Goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure*</i></p>	<p><b>Match &amp; Sort</b> Children will match objects that are the same and know which ones are different. They will sort objects into sets (e.g. colour, size, shape etc) and will sort objects in different ways.</p> <p><b>Making Comparisons</b> Children will compare and order objects according to their size.</p> <p><b>Exploring Patterns</b> Children will copy, continue and create simple repeating patterns.</p>	<p><b>Geometry and spatial thinking</b> Children will recognise the sides that shapes have and recognise shapes on everyday items in the classroom and outside. Children will use positional language to describe how items are positioned.</p> <p><b>Measurement - Time</b> Children will talk about night and day and order key events in daily routines. They will begin to measure time in simple ways.</p>	<p><b>Measurement - weight, capacity, length &amp; height</b> Children will compare and sort objects by their weight, capacity, length and height. They will make comparisons.</p> <p><b>Measurement - Time</b> Children will order and sequence important times in their day. Recognise that regular events happen on the same day each week. Children will describe significant events in their lives and talk about events they are looking forward to.</p>	<p><b>3-D Shape</b> Children will explore and manipulate 3D shapes. They will look at which shapes stack and which roll, and why that is. They will build using a variety of 3D shapes and explore similarities and differences.</p> <p><b>Exploring Patterns</b> Children will be introduced to more complex patterns which use items more than once in each repeat e.g. ABB ABB ABB.</p>	<p><b>Spatial Reasoning</b> Children will have opportunities to complete jigsaws and shape puzzles. They will explain why a shape was chosen and why a different shape wouldn't fit. Children will understand that shapes can be combined and separated to make new shapes.</p>	<p><b>Patterns &amp; Relationships</b> Children will explore and investigate relationships between numbers and shapes. They will continue to copy, continue and create a widening range of repeating patterns.</p>

**Key Curricular Goals - What we want children to learn by the end of Reception:**



**Understanding the World**

- To know their family tree and that they are part of a community.
- To appreciate different religions and cultural communities in their local area and around the world.
- To compare features in our local area to those in another part of the world and understand how to read a simple map.
- To care for an animal and be able to explain lifecycles.
- To recognise the change in seasons in the natural world around them.
- To sequence and order familiar events.

**Past and Present**




<p><b>Children will:</b> Learn about their own life-story and personal history. They will know how they have changed overtime and how they will change in the future.</p> <p>Organise events using basic chronology (sequencing x3 pictures)</p> <p>Look at and comment on images and familiar situations</p>	<p><b>Children will:</b> Look at the local area currently and how it looked in the past. Children will notice similarities and differences.</p> <p>Look at and comment on images and familiar situations in the past, linked to schools and the uniform of 'people who help us'.</p> <p>Know some similarities and differences between things</p>	<p><b>Children will:</b> Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Chinese New Year)</p>	<p><b>Children will:</b> Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Mother's Day, Easter)</p>	<p><b>Children will:</b> Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (St George's Day, Castles)</p> <p>Discover different explorers (e.g. Mary Anning) and what makes them significant. Explore what castles were like in the past and make comparisons.</p>	<p><b>Children will:</b> Look at and comment on images and familiar situations in the past, linked to Emergency services vehicles.</p> <p>Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Father's Day)</p>
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	<p>in the past linked to homes and toys.</p> <p>Use timelines to order daily routines.</p>	<p>in the past and now, drawing on experiences and what has been read in class (Christmas, Bonfire Night, Remembrance Sunday)</p>				<p>Look at how transport has changed overtime.</p>
<p><i>People, Culture and Communities</i></p> 	<p><b>Children will:</b> Talk about members of their immediate family and develop an understanding of how each family may differ. They will identify similarities and differences between themselves and their peers.</p> <p>Learn about their bodies and name their body parts. <i>(Science)</i></p> <p>Identify similarities and differences between themselves and their peers</p>	<p><b>Children will:</b> Talk about members of their community and the roles they have in society. They will look at the uniforms of people who help us and learn the 999 rules and procedures.</p> <p>Learn about fire fighters, their clothes, and their equipment. They will learn about fire safety.</p> <p>Compare the features of their own immediate environment (town) with a different environment (country) <i>(Geography)</i></p> <p>Learn the name of their local area and draw information from a simple map. Look at maps of different environments e.g. the park and answer questions about them. <i>(Geography)</i></p>	<p><b>Children will:</b> Know about countries around the world. We will look at the country 'Africa'. They will locate it on a map, learn about the animals that live there and why. Children will compare this environment to their local environment. <i>(Geography)</i></p> <p>Draw on knowledge from stories and non-fiction texts to find out some similarities and differences between life in this country and life in other countries.</p>	<p><b>Children will:</b> Discuss pets they have at home (or other family members/friends pets) and find out what is needed to look after a pet.</p> <p>Learn about conservation and looking after our planet. They will look at plastic in the ocean and under water habitats. <i>(Science)</i></p>	<p><b>Children will:</b> Explore the world map and know that the 'blue' parts are water. Explore different oceans and seas.</p>	<p><b>Children will:</b> With the support of different traditional tales, children will learn the importance of stranger danger and how to keep safe.</p> <p>Talk about different journeys they have made and why. They will talk about own holidays (real or imaginary) and discuss appropriate clothing for different holidays.</p>
<p><i>The Natural World</i></p> 	<p><b>Children will:</b> Understand changes in the natural world around them and notice signs of Autumn</p> <p>Use their senses to describe what they see, hear and feel whilst outside.</p>	<p><b>Children will:</b> Explore the differences between fruits and vegetables using their senses.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>They will investigate and taste different foods and learn the importance of healthy eating. <i>(Science)</i></p>	<p><b>Children will:</b> Understand changes in the natural world around them and notice signs of Winter.</p> <p>Experiment with shadows and explore how a shadow is created. They will explore day and night and talk about similarities and differences of each.</p>	<p><b>Children will:</b> Look at different farm animals and learn the names of them and their young. <i>(Science)</i></p> <p>Learn about the role of a farmer and the jobs that they do. They will understand why farmers are important and what they do for us.</p> <p>Look at features of the jungle and talk about what can be heard and seen. Children will look at</p>	<p><b>Children will:</b> Understand changes in the natural world around them and notice signs of Spring.</p> <p>Understand the effects of changing seasons on the natural world around them.</p> <p>Draw and label parts of a plant and learn about what plants need to grow. Children will plant a bean and observe it growing. They will look at the life cycle of a seed. <i>(Science)</i></p>	<p><b>Children will:</b> Understand changes in the natural world around them and notice signs of Summer.</p> <p>Experiment with materials and which materials best fit certain purposes.</p> <p>Explore what is meant by floating and sinking.</p>

		Explore food packaging and the importance of recycling.		rainforests and discuss the similarities and differences of its features. <i>(Geography)</i>		
				Explore similarities and differences of a variety of animals and the differing needs of each. Look at animals that live in different environments and their habitats. <i>(Science)</i>		
				Look at spiders and other minibeasts and investigate the purpose of spider webs.		

<b>Expressive Arts and Design</b>	<b>Key Curricular Goals - What we want children to learn by the end of Reception:</b>
	<p>To perform songs, stories, poems, and rhymes then discuss, praise, and critique them.</p> <p>To improve and add more detail to pieces of artwork.</p> <p>To be able to tap out a simple beat, change the sound of instruments and express feelings in response to music or art.</p> <p>To name some famous artists and explore their artwork.</p>

<p><i>Creating with Materials</i></p> 	<p>Children will explore different techniques for joining materials, e.g. using glue. <i>(DT)</i></p> <p>Children will name the colours and choose them carefully to paint pictures e.g. of Humpty Dumpty, a night time scene. <i>(Art)</i></p> <p>Children will create simple representation of different farm animals using a range of different materials.</p> <p>Children will mix colours and talk about what they notice. They will use different materials to print things like leaves with the colours they have mixed. <i>(Art)</i></p>	<p>Children will explore different techniques for joining materials, e.g. using glue. <i>(DT)</i></p> <p>Children will have opportunities to use colours for purpose, they will paint pictures of fruits, firework pictures and family pictures. <i>(Art)</i></p> <p>Children will explore a variety of techniques to experiment with their designs when creating 3d shape rockets and African style jewellery. <i>(DT)</i></p> <p>Children will have opportunities to use some cooking techniques, e.g linking to our book 'Mr Wolf's pancakes' <i>(DT)</i></p>	<p>Children will explore different techniques for joining materials, e.g. using glue, PVA and masking tape/cellotape. <i>(DT)</i></p> <p>Children will explore a variety of materials to make things such as masks, telescopes and junk models. They will plan their creations and talk about their processes.</p> <p>Children will have opportunities to share their creations with others.</p>	<p>Children will explore different techniques for joining materials, e.g. using glue, PVA and masking tape/cellotape. <i>(DT)</i></p> <p>Children will use different materials and resources to make different representations of art, e.g. collaging, painting, observational drawings, ink etc</p> <p>Children will have opportunities to create Mother's Day and Easter art and cards</p>	<p>Children will explore different techniques for joining materials, e.g. using glue, PVA, masking tape/cellotape, split pins <i>(DT)</i></p> <p>Children will draw more detailed pictures and make observational drawings, e.g. animals from the jungle.</p> <p>Children will have opportunities to make Eid cards and dress up to celebrate Ramadan and Eid.</p> <p>Children will help plan and create different pictures (underwater etc) using a range of materials, understanding the similarities and differences.</p>	<p>Children will explore different techniques for joining materials, e.g. using glue, PVA, masking tape/cellotape, split pins <i>(DT)</i></p> <p>Children will experiment with colour mixing when looking at the 'magic beans' from Jack and the beanstalk.</p> <p>They will have more opportunities to independently get creative using skills they have learned throughout the year by doing things such as creating masks, mud pies, weaving baskets, making cloaks from materials etc</p>
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*Being Imaginative  
and Expressive*



Children will learn, sing and perform a range of nursery rhymes, such as Humpty Dumpty, Incy Wincy, Hey diddle diddle. (Music)

Children will explore the role play areas which will begin with a Nursery Rhyme castle and then adapted to children's interests. They will use costumes and resources to act out narratives.

Children will listen to different music and talk about whether they like or dislike. (Music)

Children will experiment with different instruments and dance to the music from stories such as Kitchen Disco. (Music)

Children will make musical instruments using junk modelling that they will then use to perform. (Music)

Children will explore the role play areas which will begin with a Café/shop and then adapted to children's interests. They will use costumes and resources to act out narratives.

Children will learn songs and perform in the Christmas Nativity.

Children will explore the role play areas which will begin with a Travel Agents and then adapted to children's interests. They will use costumes and resources to act out narratives.

Children will create musical patterns using body percussion (Music)

Children will explore music from different places, compare and discuss. (Music)

Children will build on their repertoire of songs and sing new songs such as '5 little fire fighters' (Music)

Children will explore the role play areas which will begin with a vets and then adapted to children's interests. They will use costumes and resources to act out narratives.

Children will be encouraged to act out their own narratives based around stories and things that are familiar to them.

Children will learn some Animal Yoga.

Children will look closely at different animals and will act like animals in the jungle - actions and sounds

Children will sing songs about the sea - use percussion instruments (Music)

Children will explore the role play areas which will begin with a jungle and then adapted to children's interests. They will use costumes and resources to act out narratives.

Children will act out well known stories.

Children will use ribbons and other materials to do actions and sing songs. (Music)

Children will explore the role play areas which will begin with the three little bears cottage and then adapted to children's interests. They will use costumes and resources to act out narratives.