



Reception Long-Term Curriculum Plan

2026 – 27

Please note this planning is subject to change based on the children's enquiries and interests.

Reception	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Topic	Super Me!	Festivals and Celebrations	Journeys and Adventures	People who help us	In the Garden	Footprints
Curiosity Questions	What is special about me? What is Special about my community? What is special about my family? What is special about where I live?	What makes a celebration? What do we celebrate? How do people celebrate different festivals? Why are celebrations important? What is your favourite celebration?	What do we see on our journey? Where shall we go next? How do we get back home? What can we see/ hear/ touch/ smell? What is the same/ different about this place? What is our favourite part of this adventure?	Who helps us in our community? Who helps us when we are poorly/ scared/hurt/angry/sad? Who can help our animals? How can we say thank you?	How do plants grow? How do we change and grow? Who lives in our garden? Can we name some mini beasts? How do animals change and grow?	What is special about our world? How can we protect our world? Who lives at the seaside? What can we do at the seaside? What was the seaside like in the past? What were our parents like when they were little?
Key Experiences	Starting School Autumn Halloween Harvest – baking bread Black History Month Apple Picking	Remembrance Day Science Day Birthdays Christmas – gingerbread men Diwali Bonfire Night	Chinese New Year Big Schools Birdwatch Story Telling Week Winter Valentines Day Rocky Road	Easter World Book Day Mother's Day Pet Month Eid – Al – Fitr Oral Health Day Poetry Day	VE day Walk to school week Bee Day Gardening week chicks / caterpillars Visit to RSPCA Biscuits	Transition Father's Day International Picnic Day Making rainbow salad and sandwiches Weaving

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	Newts at Pear Tree	Thanksgiving Autumn to winter visit to the church/ library pantomime	Mental Health Week Pancake Day	Visit from vets/firemen/nurse/police Thank you biscuits		
Prime Areas						
Communication and Language	ELG: Listening, Attention and Understanding					
	Children at the expected level of development will: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking					
	Children at the expected level of development will: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
	I can engage in story times. I can join in with familiar songs and rhymes I can demonstrate good listening behaviours – star sitting. I can follow simple instructions (with two or more parts) reliably I can start to share my ideas with familiar adults I can talk to others (adults and children) I can use talk to organise my thoughts I can listen to and talk about stories, rhymes and non-fiction I can share my ideas using talk as a tool I can say how I feel using talk as a tool	I can respond to what I have heard by asking questions and saying what I think. I can say what I think I ask questions about what I have heard, I can respond to what others say I can share my ideas in small groups I can share my ideas with familiar adults I can explain events that have already happened in detail I can engage in stories, rhymes and non-fiction sharing my ideas about them I can start to use full sentences I can start to use past, present and future tenses	I can listen carefully I can respond with questions, comments and actions I can make comments about what I have heard I can ask questions to help me understand. I can engage in conversation with my friends and teachers. I can take part in whole class and group discussions. I can explain why things happen/ might happen I can use vocabulary from stories, non-fiction, rhyme and poems. I can express ideas and feelings I can use full sentences using past, present and future tenses.			

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			I can use conjunctions (with support and modelling) to connect my ideas
Personal, Social and Emotional	ELG: Self-Regulation Children at the expected level of development will: • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Children at the expected level of development will: • 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. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Children at the expected level of development will: • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.		

	I can identify a range of different feelings. I can keep on trying when I find something difficult. I am starting to sit and listen more consistently during adult focus time I can follow simple instructions I am starting to try new activities. I am starting to be aware of rules in the school and classroom. I can dress and undress for PE/ Forest School etc. I am starting to know ways to stay healthy. I can play with a small group of children, sharing ideas. I am starting to form good relationships with the familiar adults in my class. I can express and identify my feelings I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc. S	I can say how others are feeling based on their expressions and actions. I can say what I am good at and what I would like to improve I can sit and listen during adult focus time I can follow instructions with two or more parts/ I can keep on trying even when I am finding something difficult. I can follow the school and class rules I can talk about the school and class rules I can talk about what is right and wrong. I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc. I can use words to help solve conflicts with others I can work well with others listening and sharing ideas. I can show friendly behaviour in the classroom and around school I am developing friendships with lots of different people.	I can say how I and others are feeling I can show my understanding of feelings by changing my behaviour. I can set myself goals I can wait for my requests and needs to be met. I can listen to and respond to adults I can follow instructions accurately (several ideas/ actions) I can try new activities I can show resilience and perseverance when things are difficult. I can explain and follow rules (in the classroom and around school) I can show I know right from wrong by my behaviour. I can manage my own basic hygiene and personal needs e.g. toileting and dressing I can explain healthy food. I can work with others in a group I can play with others, take turns and share. I can form good relationships with the adults in the classroom and around school I have lots of friends and positive friendships. I know what my own needs are and can share them I am sensitive to the needs of others
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	My Happy Mind – meet your brain (6) place (1)	My Happy Mind- places (2) Celebrate (5)	My Happy Mind – Appreciate (6)	My Happy Mind relate (6)	My Happy Mind – engage (6)	My Happy Mind My body (2) My world (2) My relationships (2)
Physical development	ELG: Gross Motor Skills Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.					
	Fundamental Movement Skills I can show a balance. I can throw over arm. I can catch a bounced ball. I can hop on one leg.	Gymnastics I can demonstrate 5 balances. I can create a simple sequence with a partner. I can show 3 different travels. I can use a simple piece of apparatus.	Locomotion I I can hop on one foot. I can travel on my hands and feet. I can gallop sideways. I can stop when running. I can jump 2 feet to 2 feet.	Dance – seasons I can use my body to show movements to music. I can move in counts of 8 or 16. I can perform in front of others. I can say what I liked about someones performance.	Gym – rocking and rolling I can rock on different body parts. I can leap. I can do a scissor kick. I can jump from appartatus in different ways. I can work with a partner.	Athletics I I can run with my head up. I can run into space. I can jump one foot to 2 feet. I can run within a line. I can jump for height. I can throw a ball.
	I can use cutlery – a spoon and fork and other one-handed equipment. I can climb over, under and through obstacles. I can show good pencil control when mark making and drawing		I can throw, kick, pass and catch a large ball I can move and use both large and smaller scale equipment (building blocks etc) I can sit at a table to write I can hold a pencil in a tripod grip I can use scissors		I can travel around space and obstacles safely. I can move in different ways- run, jump, skip, climb I can show strength, balance and co-ordination in movement. I can hold a pencil effectively (tripod) I can use a range of tools e.g. scissorsI can draw with accuracy I can use cutlery: knife, fork, spoon.	

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Specific Areas						
Literacy	ELG: Comprehension					
	Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories 14 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.					
	ELG: Word Reading					
	Children at the expected level of development will: • 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.					
Little Wandle	ELG: Writing					
	Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.					
	satpinmdgock ckeurhbfl	ff ll ss j v w x y z zz qu plural s ch sh th ng nk s /z/	ai ee igh oa oo oo or ar ur ow oi ear air er double letters	review: ai ee igh oa oo oo or ar ur ow oi ear air er double letters longer words: two digraphs, ing, s, es /z/	CVCC CCVC CCVCC CCCVC ccvcc ing ed wild	cvcc ccvc ccv ccvcc Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words root word ending in: – ing, –ed /t/, –ed /id/ /ed/, –ed /d Phase 4 words ending in: –s /s/, –s /z/, –es longer words
Drawing club key texts	Owl babies	Quality Text: Whatever Next	Quality Text: Mr Wolf's Pancakes	Quality Text: We are going on an Egg Hunt	wild	Quality Text: The Hairy Toe
	Don't want to go Peepo!	Bluey – duck cake confetti	The everywhere bear Cuddly Dudley	You can't call an elephant in an emergency	Super worm Lulu meets the bees	Giraffes Can't Dance the camel who had the hump

	The leaf thief	Traditional Tale: The gingerbread man	Traditional Tale: Goldilocks	Traditional Tale: Three Little Pigs	Traditional Tale Jack and the Beanstalk	Traditional Tale: Three Billy Goats Gruff
	Penguin	Elmer	Lost and Found	The most exciting Eid	A tiny seed	sharing a shell
	Traditional Tale: The Little Red Hen	Stick man	Chinese New Year	Mog and the VET	The teeny-weeny tadpole	strong like me
Handwriting	• Teach the 'Ready to write' checklist • Engage in motor development activities • Practise with patterns • Teach the lower-case letters in families • Use Assessment for Learning to reteach and review		• Teach capital letters • Review lower-case letters alongside capitals • Use Assessment for Learning to reteach and review		• Assess and review lower-case and capital letters as needed • Practise letter formation in digraphs and trigraphs • Practise letter formation in words • Use Assessment for Learning to reteach and review	
	I can write some lower-case letters correctly. I can identify known letters to match initial sounds (phase 2) I can match phase 2 letters and sounds I can segment simple CVC words. I can start to write simple labels - CVC words I can say a simple sentence for writing (oral and count words) I can retell the key events in stories I am starting to recall facts from non-fiction I can talk about what has happened in the story so far I can listen carefully to stories, rhymes, non-fiction and songs. I can match most of the phase 2 letters and sounds		I can write most lower-case letters correctly I can write some upper-case letters correctly I can use a tripod grip I can match phase 2 and 3 letters and sounds I can write CVC words and labels (phase 2 and 3 sounds) I can spell some tricky words. I can start to write simple captions I can write short sentences I can read sentences back. I can retell key events from stories I have read I can describe the key events. I can recall facts from a non-fiction book I can say what might happen next linked to other similar stories. I can talk about stories, rhymes, non-fiction and songs.		I can write most upper- and lower-case letters correctly I can hold my pencil in a good tripod grip. I can write CVC words with sounds and letters I know I can write some tricky words. I can write simple sentences and captions. I can start to use finger spaces between my words I can read my own sentences My teacher can read my sentences. I can explain what I have read or has been read to me I can retell simple stories I can recall facts from information. I can say what I think might happen next. I can use new vocabulary throughout my play. I can match the letter and sound for all phase 2 single sounds and digraphs	

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	I can say the phase 2 sounds in CVC words I can orally segment words (e.g. adult says cat and child says c-a-t) I can orally blend words (e.g. adult says m-a-n and child says man) I can segment and blend CVC words I can read most of the phase 2 tricky words	I can match all phase 2 single letters and sounds I can match all phase 3 single letter and sounds I can start to identify some digraphs. I can segment the sounds in CVC words for reading I can blend the sounds in CVC words for reading. I can segment and blend simple words matched to my phonics knowledge I can read simple captions e.g. the cat and the dog I can read phonics matched tricky words	I can match the letter and sound for at least 10 phase 3 digraphs. I can read CVC words containing phase 2 sounds I can read CVC words containing known digraphs. I can read simple sentences and books matched to my phonics I can read tricky words from phases 2 and 3 confidently
Maths	ELG: Number Children at the expected level of development will: • Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Children at the expected level of development will: • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		
	I can identify when a set can be subitised and when counting is needed I can subitise different arrangements, both unstructured and structured, including using the Hungarian number frame I can make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills I can spot smaller numbers 'hiding' inside	I can continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals I can begin to identify missing parts for numbers within 5 I can explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame	I can continue to develop their counting skills, counting larger sets as well as counting actions and sounds I can explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame I can compare quantities and numbers, including sets of objects which have different attributes

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	larger numbers I can connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers I can hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number I can develop counting skills and knowledge, including: that the last number in the count tells us, 'How many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds I can compare sets of objects by matching I can begin to develop the language of 'whole' when talking about objects that have two parts. I can talk about measure and patterns. I can name a circle and triangles	•I can focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns I can sort odd and even numbers according to their 'shape' I can continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern I can order numbers and play track games I can join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers I can name and recognise shapes with 4 sides I can talk about mass and capacity	I can continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, I can begin to generalise about 'one more than' and 'one less than' numbers within 10 I can continue to identify when sets can be subitised and when counting is necessary I can develop conceptual subitising skills including when using a rekenrek I can talk about length, height and time. I can name some simple 3d shapes			
Understanding the World	ELG: The Natural World					
	Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
Science	All about me I can name different body parts	Celebrations I can describe what I can hear, see and feel when I am outside.	Animals - I can talk about how local wildlife may find it hard to find food in the winter.	Materials - I can join and mix different materials. I can observe, talk about and predict what might	Mini Beasts and Growing -I can identify the various stages of the life cycle of a Caterpillar/butterfly/chicken. I can make careful observations of caterpillars.	Under the Sea - I can explore shadows – chalk drawings outside and making my

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	I can order human lifecycle – baby, child, adult I can name the 5 different senses. I can make playdoh and bread and talk about the changes. I can begin to understand how different foods grow by learning about Harvest. Weather and Seasons I can describe the weather. I can talk about the leaves falling off the trees in Autumn.	I can recognise and name some nocturnal animals: owl, fox, bat. I can make and compare snow using simple language. I can make Gingerbread men and talk about changes. Weather and Seasons I can talk about some signs of Winter.	- I can name some animals that hibernate e.g. hedgehogs I can find out about some contrasting environments e.g. deserts, rainforests, polar habitats. I can name some animals from different habitats e.g. polar, deserts, rainforests. I can investigate and observe changes in state e.g. freezing and melting. I can talk about changes when making Rocky Road. Weather and Seasons I can talk about some signs of Winter/Spring. I can experience and explore different weather e.g. frost, icicles, snow, puddles	happen e.g. mixing soil, sand and water. I can test a range of different materials, with support, to see which are more waterproof. I can investigate how vehicles move through push and pull and can explore harder or softer pushes and lighter and heavier objects. Weather and Seasons I can talk about some signs of Spring e.g. buds of trees and plants starting to grow.	I can identify the basic parts of a plant: stem, flower, leaves, roots. I can observe and grow plants. I can learn how to grow and care for plants. I can plant seeds and look after them. I can name some minibeasts that I find in our forest. I can talk about changes when making biscuits. Weather and Seasons I can observe and talk about signs of summer. I can talk about the warmer weather. I can show a basic awareness of how to stay safe in the sun e.g. suntan cream and sun hat.	own shadow puppets. I can explore forces in the wind – running in the wind or flying a kite. -I can investigate which objects float or sink. -I can name some creatures that live in the ocean. Weather and Seasons I can talk about the weather and seasons continued.
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	ELG: Past and Present Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.					
History	I can use and understand now and next. I can use a visual timeline – now, next, lunchtime, home time today. I can understand nighttime and daytime. I can recite the days of the week. I can use timers for turn taking. I know that I was once a baby/ toddler. I know what I could do as a baby / toddler compared to now-a-days. I can talk about who lives my house. I can talk about differences in people's families. . I can talk about my grandparents/ Aunties/ Uncles/ Cousins. I can name and describe people	I can talk about different celebrations: Diwali, Eid, Christmas, Birthdays. I can begin to understand that people have different celebrations. different ways. I can understand that my birthday happens once a year. I can understand that some places are special to members of their community e.g. Church, Mosque.	I can make predictions about the daily routine. I can understand and use sequencing vocabulary – before, after, next, early, later. I can talk about achievements since starting school. I can look how transport has changed – e.g. cars, planes and trains. I can see some similarities and differences.	I can talk about the lives of people around them and their roles in society e.g. vets, policemen, fire service, doctors, nurses. I can at some similarities and differences in the past for example Fire engines and police cars.	I can recite the days of the week, months of the year and seasons. I can show how a tree changes through the seasons.	I can comment on images of familiar situations in the past - e.g. school or birthday party. I can talk about characters from stories in the past e.g. dogger. I can talk about how things are the same and things that are different. I can talk about things that are the same and things that are different to now-a-days for example seaside holidays.

	who are familiar to them e.g. family friends. I can talk about a past event e.g. holiday I have been on. I can develop an awareness of characters from the past e.g. Peepo!					
	ELG: People, Culture and Communities Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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.					
Geography	I am starting to care for our local environment. I can look after our classroom and belongings e.g. tidy up time and choose it, use it, put it away. I can use a simple map of the classroom. I can use a beebot and move it forwards and backwards to get to different things.	I can talk about the changes in seasons – Autumn and Winter. I can notice that the leaves fall off the trees and that it gets colder. I can talk about the weather.	I can talk about some similarities and differences between life in this country and life in other countries – compare and contrast where we live to the Rainforest, Desert and Arctic. I can notice what is the same and what is different when comparing homes, animals and weather.	I can use a simple map – school grounds to find someone that needs help. I can talk about their journey to school. I can talk and notice Spring seasonal changes daffodils and buds growing.	I can explore the natural world around me. I can help to look after my school grounds by planting plants, gardening and recycling (food waste. Paper and compost. I can describe what they see, hear and feel whilst outside. I can use a beebot and move it forwards, backwards and turn it left and right to get to different things.	I can create a journey stick from outdoors. I can locate the seaside on a simple map. I can notice Summer seasonal changes.

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Expressive Arts and Design	ELG: Creating with Materials Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 16 • Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development will: • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.					
	Observational Drawing: apples pears wax crayons I can develop small motor skills so that I can use wax crayons effectively and confidently. I can use wax crayons to create an drawing of apples and pears showing my feelings and ideas.	Observational Drawing: autumn leaves, conkers felt tips I can develop small motor skills so that I can use felt tips effectively and confidently. I can use felt tips to create an drawing of autumn leaves and conkers showing my feelings and ideas.	Observational Drawing: vehicles chalk I can develop small motor skills so that they can use chalk. I can use chalk to create observational drawings of vehicles showing my feelings and ideas.	Observational Drawing: Spring flowers buds pencil I can develop small motor skills so that they can use pencil. I can use pencil to create observational drawings of flower buds showing my feelings and ideas.	Observational Drawing: In the garden –seasonal flowers pencil and watercolours I can develop small motor skills so that they can use pencil and watercolours. I can use pencil and water colours to create observational drawings of seasonal flowers showing my feelings and ideas.	Observational Drawing: shells and seaside self chosen I can develop small motor skills so that they can use any chosen medium. I can use my chosen medium to create observational drawings of shells and the seaside showing my feelings and ideas.
	Painting & Mixed Media finger painting I can express my ideas and feelings through finger paints – when painting pets.	Painting & Mixed Media outdoor painting I can use large paintbrushes safely and competently. I can use large paintbrushes to express my ideas	Painting & Mixed Media painting to music I can use music as inspiration to develop my ideas and feelings. I can listen to the music and explain how it makes me feel through	Painting & Mixed Media collage mixed media – tissue paper I can use tissue paper to express my ideas and feelings – animal collage.	Painting & Mixed Media collage mixed media Megan Coyle I can look at art work by Megan Coyle. I can use this to inspire me to create my own art work.	Painting & Mixed Media Salt painting I can use salt and water based paint to create images of the seaside.

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		when painting fireworks.	my art work – our world.			
	Sculpture and 3d Playdoh I can use a range of play doh tools competently, safely and confidently. I can develop control and coordination.	Sculpture and 3d Salt dough decoration I can use a range of tools competently, safely and confidently. I can develop control and coordination when creating my salt dogh Christmas decoration.	Sculpture and 3d explore clay I can use a range of clay tools competently, safely and confidently. I can develop control and coordination.	Sculpture and 3d clay hedgehogs I can use a range of clay tools competently, safely and confidently. I can develop control and coordination when making a clay hedgehog.	Sculpture and 3d Natural art I can use a range of large natural items wuch as sticks and stones to create natural art (handprints with frames). I can develop control and coordination.	Sculpture and 3d art – na Weaving . I can weave and fold paper to create springs and fans.
	Music: sounds of Autumn I can sing and chant familiar rhymes and songs in unison, responding to simple visual directions (e.g., stop, start, loud and quiet) and counting in I can participate in singing games I can learn to handle and produce different	Music: celebrations I can sing and chant familiar rhymes and songs in unison, responding to simple visual directions (PI) I can start and finish together with others, when singing (PI) I can respond to music in an intuitive way through	Music: Weather I can learn to handle and produce different sounds on untuned percussion instruments (PI) I can sing and chant familiar rhymes and songs in unison, responding to simple visual directions (e.g., stop, start, loud and quiet) and counting in (PI) I can explore how sounds can be used to	Music: Animals I can sing and chant familiar rhymes and songs in unison, responding to simple visual directions (e.g., stop, start, loud and quiet) and counting in (PI) I can participate in singing games (PI) I can start and finish together with others (PI)	Music: Friends I can respond to music in an intuitive way through movement, matching emotions, tempo and dynamics (LI) I can start and finish together with others (PI) I can collect and create sounds for a known story or poem (CI)	Music: we look after our world I can identify high and low (pitch) and fast and slow (tempo) when listening to music (LI) I can respond to music in an intuitive way through movement, matching emotions, tempo and dynamics (UI) I can collect and create sounds for a known story or poem (CI) I can learn to handle and produce different sounds

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	sounds on untuned percussion instruments	movement, matching emotions, tempo and dynamics (PI)	respond to a stimulus including story, photo, picture, prop (CI) I can respond to questions about a piece of music they have listened to i.e., how does it make you feel? Giving a reason linked to music (LI) I can respond to music in an intuitive way through movement, matching emotions, tempo and dynamics (UI)	I can sing simple songs with a range of 3 notes (C-E) e.g., doorbell sound (PI) I can learn to handle and produce different sounds on untuned percussion instruments (CI) I can respond to music in an intuitive way through movement, matching emotions, tempo and dynamics (UI) I can identify high and low (pitch) and fast and slow (tempo) when listening to music (LI) I can respond to questions about a piece of music they have listened to i.e., how does it make you feel? Giving a reason linked to music (UI)		on untuned percussion instruments (PI) I can sing and chant familiar rhymes and songs in unison, responding to simple visual directions (eg stop, start, loud and quiet) and counting in (LI)
	Performance: outdoor stage I am starting to create familiar stories.	Performance: Nativity I am starting to recreate familiar stories.	Performance: outdoor stage I can use props and materials to retell known stories.	Performance: outdoor stage I can use props and materials to retell known stories.	Performance: Dance link with PE I can use props and materials when linked to imaginary scenarios.	Performance: Stage I can use props and materials when linked to imaginary scenarios.

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	Workshop: making homes I can use various tools for artwork and design. I can select my own art and design materials to create with	Workshop: making toys I can tell others what my artwork is and signal key parts.	Workshop: making vehicles – boats I can use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.) I am able to combine different techniques e.g. collage, paint, crayon, clay to create art	Workshop – vehicles people who help us I can talk about my artwork or designs-linked to some of the materials I have used.	Workshop: Plant pots / insect homes I can safely use tools e.g. scissors I can explore using materials and techniques	Workshop: sea creatures I can explain what I have made I can talk about how I made it
	Food baking bread I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.) I can use tools safely.	Food gingerbread men I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.) I can use tools safely.	Food rocky road I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.) I can use tools safely.	Food fruit salad I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.) I can use tools safely.	Food biscuits I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.) I can use tools safely.	Food rainbow salad I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.) I can use tools safely.
Curriculum Pledge	Go to the shop Pick fresh fruit	Jump in muddy puddles Build a snowman	Make a mud pie sing and dance in the rain	Speak to a vet/ policeman	watch the lifecycle of a caterpillar collect frog spawn	Eat at a table with a knife and fork Learn to skip

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