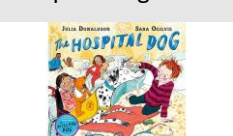
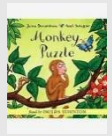
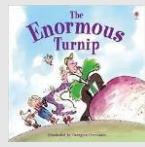


Hartford Manor Primary School
Curriculum Overview – Reception



Area of learning	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Key Question	Who is in our family?		What is in the sky?		What are your superpowers?		What can a map tells us?		What comes after the egg?		What comes after the seed?	
Key Experiences	Walk around the school building Meet Mr Kidwell, Mrs Diamond and the Office Team Autumn Walk Attend first Celebration Assembly		Visit St John's Church Perform the nativity Trip to Cotebrook Shire Horse Centre Christmas Party		Real-life superhero visitors Stay and Play Mystery Readers School Nurse/dentist Winter Walk		Spring Walk Stay and Play Mystery Readers Visit to St John's Church		Woodland Walk Stay and Play Bird-Cam Frogspawn Caterpillars Mystery Reader Sports Day NSPCC Pants		Transition to Year 1 Meeting my new teacher Visiting my new classroom Mystery Reader Stay and Play Water Safety Talk	
Examples of key vocabulary	Topic	Literacy	Topic	Literacy	Topic	Literacy	Topic	Literacy	Topic	Literacy	Topic	Literacy
	Past Present Bible Christians England Brother Sister Auntie Uncle Grandma Grandad Cousin	Leap, Cunning, Accelerate, Soggy, Pursue, Mocking, Block, Disappointed	Dark/light Day/night Star Moon Christmas Diwali Space Earth Bonfire Fireworks Sun Nocturnal Mammal	limmering beautiful glittery thoughtful adventurous curious	community emergency services emergency fire engines hospital ambulance paramedic rescue police	Polka-dot Cheerful, Snuggle, Miserable Adventurer Independent Colossal Lonesome Incredible	Map Hartford Road island Church sea school Britain park river village buidling countryside city	murky, ascend, courageous, creeping, peer, adventuring, polka dot, cutlass, voyage ocean, navigate, directions	Lifecycle Great tit Chick/adult Butterfly Frog Grow Nest Change Frogspawn Hatch Tadpole Egg Caterpillar Chrysalis Fledglings	Emerge Incubate Demolish Fracture Vanish Discover Humongous Spiral	plant seed grow roots soil water flower fruit warmth vegetable	clambering, booming, descending, glittering, shocking, ginormous
Core texts	The Gingerbread Man 		Star in the Jar The Christmas Pine  		Juniper Jupiter The Hospital Dog  		The Night Pirates Coming to England  		The Odd Egg Monkey Puzzle  		The Enormous Turnip How to plant a seed Jack and Beanstalk  	
Nursery rhymes (Charanga)	Days of the week song Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught a Fish Alive, This Old Man, Five Little Ducks, Name Song, Things For Fingers		I'm A Little Teapot, The Grand Old Duke of York, Ring O' Roses Hickory Dickory Dock, Not Too Difficult, The ABC Song		Wind the Bobbin Up, Rock-a-bye baby, Five Little Monkeys, Twinkle Twinkle Little Star, If you're happy and you know it, Heads, shoulders, knees and toes		Old Macdonald, Incy Wincy Spider, Baa Baa Black Sheep, Row, Row, Row Your Boat, The Wheels on The Bus, The Hokey Cokey		Big Bear Funk The Alphabet Song The Name Song Hickory Dickory Dock		Pat a cake 12345 This Old Man 5 Little Ducks Name Song Things for Fingers I'm a little teapot 5 Little Monkeys	The Grand Old Duke of York Hickory Dickory Dock Not too difficult The ABC Song Wind the bobbin up Rock a bye baby Twinkl Twinkle Little Star

Hartford Manor Primary School
Curriculum Overview – Reception



No outsiders	The Family Book – Todd Parr	Red Rockets and Rainbow Jelly - Sue Heap and Nick Sharratt	You Choose - Nick Sharratt and Pippa Goodheart	Mummy, Mama and Me Daddy, Papa and Me	Blue Chameleon - Emily Gravett	Hello Hello - Brendan Wenzel
--------------	-----------------------------	--	--	---------------------------------------	--------------------------------	------------------------------

<u>Communication and Language</u>	<u>Key Curricular Goals – what do we want children to achieve by the end of Reception?</u>		
	• Converse in back-and-forth exchange with friends and teachers • Express ideas with confidence and feeling • Ask a relevant question and make relevant comments in return		
Curriculum coverage	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Reception	Understand a question or instruction that has two – three parts. Understand ‘why’ questions and often respond appropriately. Know many rhymes and be able to talk about familiar stories with confidence. Speak in clear sentences using joined up words such as because, and. Be able to debate and express a point of view, using words and actions. Confidently start conversations with an adult or friends and continue it for many turns. Learn the visual signals which demonstrate ‘good listening’ Know that when the bells ring everyone stops, wiggles fingers in the air and looks at the adult who is speaking Learn the morning routine – say good morning, days of the week song, calendar Begin to listen and respond to a partner during talk partner activities Listen for longer during daily story time	Listen and respond to a partner during talk partner activities Understand how to listen carefully Know why listening is important Learn new vocabulary Use full sentences after adult modelling Respond to questions asked during daily story time Ask questions to find out more and check what has been said to them Listen carefully to visitors Retell the poem Incy Wincy Spider Learn new vocabulary related to roles in society Retell the story Juniper Jupiter and The Hospital Dog Describe events in greater detail. Begin to use past, present and future tense with modelling from adults Form longer sentences when speaking using and. Listen to others during whole class discussions. Use newly learned vocabulary taught through the core text	Listen attentively and respond to what we hear with relevant questions Comment on what is being said in during whole class discussions Listen and respond to what others say small group interactions. Make comments about what we have heard and ask questions to clarify understanding. Use full sentences when talking. Use past, present and future tenses. Learn new vocabulary related to life cycles Listen attentively and respond to what they hear in whole class small group interactions. Make comments about what they have heard and ask questions to clarify understanding. Engage in back-and-forth exchanges with their teacher and peers. Offering own ideas, using recently introduced vocabulary. Explain why things might happen, making use of recently introduced vocabulary. Use full sentences, including past, present and future tenses and making use of conjunctions.
ELG’s	Listening, Attention and Understanding- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Speaking- Participate in a small group, class or one to one discussion, offering their own ideas, using recently introduced vocabulary.		
KS1: (Taken from National Curriculum English Spoken language)	Listen & respond appropriately to adults and their peers. Ask relevant questions to expand their knowledge and understanding. Articulate and justify answers, arguments and opinions		

Hartford Manor Primary School
Curriculum Overview – Reception



Personal, Social and Emotional Development	Key Curricular Goals – what do we want children to achieve by the end of Reception?					
	• Show empathy to others • Show resilience and determination • Understand own feelings and be able to increasingly manage emotions in a variety of situations					
Curriculum coverage	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Reception	Sustain longer focus at chosen and directed activities Begin to bounce back from challenges more quickly with support. Express their feelings Manage their own personal hygiene Be able to share and take turns with minimal adult intervention Find solutions to conflicts and rivalries Remember rules without needing an adult to remind them (most of the time) Develop appropriate ways of being assertive Make healthy choices about food, drink, activity and tooth brushing Use ‘Choose it, use it, put it away’ during busy time  Learn the school rules ‘Be kind, be safe, be ready’ Begin to make new relationships with adults and peers Learn how to use the snack area, washing hands, tidying away Begin to talk about Zones of Regulation to talk about feelings		See themselves as a valuable individual Be able to describe themselves positively Build constructive and respectful relationships Express their feelings and consider the feelings of others Show resilience and perseverance in the face of a challenge Identify and moderate their feelings socially and emotionally Think about the perspective of others Talk about how to keep healthy – eating a good diet and cleaning teeth Understand different emotions and name them (Zones of Regulation) Use language to describe emotions Recognise when they need time to calm down Listen to others when they are talking Begin to share and ask if they can have a turn Use kind words and kind hands when playing Talk about keeping themselves safe – NSPCC Pants		Show an understanding of our own feelings and those of others and begin to regulate our behaviour accordingly Give focused attention to what the teacher says, responding appropriately even when engaged in activity Show an ability to follow instructions involving several ideas or actions 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 Set and work towards simple goals, being able to wait for what they want. Try new activities and show independence, resilience and perseverance in the face of challenge. Know right from wrong and try to behave accordingly. Manage own basic hygiene and personal needs. Know why it is healthy to eat fruits and vegetables	
ELGs:	Self-Regulation - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focus and attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. Managing self - Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Building Relationships - Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and other's needs.					
KS1:	To understand the roles of different people and that there are different types of families. To understand that their behaviour affects others and how to be polite and respectful. To know how to use online services to communicate and do this safely. To know how to keep healthy based on food, exercise and some hygiene routines including sun safety.					
Religious Education	Key Question What is a bible? How do Hindus celebrate Diwali?	Key Question Why do people perform nativity plays at Christmas?	Key Question Why do Christians believe Jesus is special?	Key Question Why is Easter a sad and a happy time?	Key Question What happens in a church?	Key Question What do Christians believe about God?

Hartford Manor Primary School
Curriculum Overview – Reception



		Why do people give and receive presents?				
<u>Physical Development</u>	<u>Key Curricular Goals – what do we want children to achieve by the end of Reception?</u> • Use cutlery with confidence • Hold a pencil effectively and form most letters correctly • Use scissors correctly					
Curriculum coverage	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Reception	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use core muscles strength to achieve a good posture when sitting at a table or on floor Continue to develop scissor use Be independent as they get dressed and undressed for example, put coats on and doing up zips. Use scissors in the correct grip and begin to make more than a snip. Hold a pencil in a dominant hand, using a comfortable grip to write some or all of their name. Know how to work together to carry large items such as planks of wood.		Roll from side to side Move an object from hand to hand Roll and commando crawl along the ground Jump forwards and backwards with 2 feet together Roll a ball to a partner Move in different ways using hands and feet Ride balance bikes Join in with Funky Fingers activities Use fine paintbrushes Draw themselves, adding detail Demonstrate strength, balance and coordination when using the large apparatus Move energetically when running, jumping and climbing. Begin to hold a pencil effectively in preparation for fluent writing – using the tripod grip. Use a range of small tools, including hole punches, paintbrushes and cutlery. Begin to show accuracy and care when drawing.		Draw themselves, adding details Learn to throw and hit a ball at a target. 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. Hold a pencil effectively in preparation for fluent writing.	
ELGs:	Gross Motor Skills -Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Fine Motor Skills -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.					
KS1: (taken from PE National Curriculum)	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns					
<u>Literacy</u>	<u>Key Curricular Goals – what do we want children to achieve by the end of Reception?</u> • Retell a familiar story through role play • Read simple sentences and books containing level 2 & 3 sounds • Write simple phrases and sentences that can be read by others • Hear and give rhymes when listening to rhyming stories					

Hartford Manor Primary School
Curriculum Overview – Reception



Curriculum coverage	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Reception	Begin to draw with increasing complexity, adding detail to pictures. Turn the pages of a book carefully Read and re-read a selection of books to engage in conversations Learn the vocabulary related to our focus texts Confidently hear the initial sounds in words and orally blend CVC words Develop their comprehension by reading a selection of books, showing their understanding and learning new vocabulary Read and form the letters s a t p i n m d g o c k -ck e u, r, h b f -ff, l -ll Write initial sounds and beginning to write CVC and CVCC words Read helpful words I, the, no, go, the, to, into, little, of, ten Learn to write their name	Learn, retell and invent the familiar nursery rhyme Incy Wincy Spider Learn and begin use the vocabulary related to our focus texts Describe characters from the story Invent a story about their own special powers Read and form the letters le, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, -dge, -ve, cks, -tch, nk, ai, ee Read helpful words he, she, we, me, be, was, you, my, why, sky, by, sister, too, look, again, they, all, are, her, when, off, six, seven, have Begin to write simple phrases and sentences. Blend known sounds in words Read and re-read a selection of books, developing fluency, understanding and enjoyment	To write simple phrases and sentences that can be read by others. Use capital letters, finger spaces and full stop. Re-read what they have written to check that it makes sense. Demonstrate understanding of what they have read by retelling and answering comprehension questions. Learn and use the vocabulary related to our focus texts Read a variety of texts consistent with their phonic knowledge. Read aloud simple sentences and books that are consistent with their phonic knowledge, including most taught tricky words. Read and form the letter for igh, oa, oo, -oo, ar, or,, ur, ow, er, -er, ue, ure, ture Read helpful words – my, why, sky, by, sister, too, look, again
ELGs:	Comprehension-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Word Reading-Say a sound for each letter of the alphabet and at least 10 diagraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing-Write recognisable letters, most of which are correctly formed. Spell words by identifying the sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.		
KS1:	Taken from English Overview Grammar and Punctuation focus - How words can combine to make sentences. Separation of words with spaces. Sequencing sentences to form short narratives. Capital letters for names, places, days of the week and personal pronoun 'I'. Suffixes - ed /ing Exclamation Marks. Read words with contractions - I'm, I'll. Joining clauses with 'and'. Plural - Know the rule for s or es. Question Marks. Suffixes - er/est. Suffixes - ing/ed/er/est where no change is needed to the root word. Prefix - un		
<u>Mathematics</u>	<u>Key Curricular Goals – what do we want children to achieve by the end of Reception?</u> • Understand in depth numbers to 10 including number bonds to 10 • Recognise the pattern of the counting system • Compare quantities and amounts in different contexts		
Curriculum coverage	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Reception	Match, sort and compare objects and pictures Identify a set Sort objects to type Explore sorting techniques	Introduce 0 Find, subitise and represent 0-5 I more, I less Compare mass	Build numbers beyond 10 (10 -13) Verbal counting beyond 20 Add more, how many did I add? Take away, how many did I take away?

Hartford Manor Primary School
Curriculum Overview – Reception



	Create sorting rules Compare amounts, size, mass, capacity Explore simple patterns Copy and continue simple patterns Create simple patterns Subitise 1, 2, 3, 4 and 5 Represent 1, 2, 3, 4 and 5 Find 1 more and 1 less Composition of 1, 2, 3, 4 and 5 Identify and name circles and triangles Compare circles and triangles Find Shapes in the environment Describe position Identify and name shapes with 4 sides Combine shapes with 4 sides	Explore and compare capacity Find, represent and compose 6, 7, and 8 Double to 8 – Find a double Explore and compare length and height Talk about time Order and sequence time Find and represent 9 and 10 Subitise numbers to 10 Learn bonds to 10 in 2 and 3 parts Learn and make doubles to 10 Learn odds and evens Recognise and name 3-D shapes Identify more complex patterns Copy and continue patterns Patterns in the environment	Select shapes for a purpose and rotate and manipulate Find 2-D shapes within 3-D shapes Explore sharing and grouping Even and odd sharing Play with and build doubles Identify units of repeating patterns Create and explore own pattern rules Replicate and build scenes and constructions Visualise and describe different positions Explore mapping Represent maps with models Create own maps from familiar places and story situations
ELGs:	Number-Have a deep understanding of numbers to 10 including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 including double facts. Numerical Patterns- Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10 including odds and evens, double facts and how quantities can be distributed equally.		
KS1: (taken from Maths National Curriculum)	The principal focus is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. Pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. By the end of KS1 pupils should know the number bonds to 20.		
<u>Understanding of the World</u>	<u>Key Curricular Goals – what do we want children to achieve by the end of Reception?</u> • Know their own family tree • Care for an animal and be able to explain animal lifecycles • Appreciate different religions and cultural communities in their local area and around the world • Complete features in our local area to those in another part of the world • Understand how to read a simple map • Know the seasons and key features of each season		
Coverage	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Reception	<u>Past and Present</u> Talk about my family and what we do together Know some similarities and differences between them now, and when they were a baby. Know how and why we celebrate Bonfire Night and who Guy Fawkes was. Learn about Remembrance Day and why people wear a poppy <u>People, Culture and Communities</u> Talk about my family, naming the people who are in it To know what a bible is Learn about the festival of Diwali and how people celebrate	<u>Past and Present</u> Talk about my family and what we do together Learn about people from the past from stories - pirates Know how they lived and how that is different from today <u>People, Culture and Communities</u> How and why people celebrate Chinese New Year Learn about the role of a police officer, fire fighter, doctor, teacher and vicar Look at simple maps Find different information from maps Create journey maps	<u>Past and Present</u> Talk about my family and what we do together Know some similarities and differences between things in the past and now Use the class timeline to understand the past Talk about event and experiences – visits to Year 1 <u>People, Culture and Communities</u> Find out why some places are special to people and explain why Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Hartford Manor Primary School
Curriculum Overview – Reception



	Learn about the Christmas Story and how Christians Celebrate Compare the two celebrations <u>The Natural World</u> Know the changes that occur during the season of Autumn. Explore seeds, leaves and trees during an Autumn Walk Find out about animals' habits in Autumn Name and sort animals which hibernate during Autumn Explore what happens to the sky during day and night. Name and sort nocturnal animals Introduce the terms mammals and reptiles Learn how animals behave differently as the seasons change – hibernation, migration	Describe what you see in the immediate environment Compare life in Hartford to Caribbean Learn about The Easter Story <u>The Natural World</u> Talk about the changes we see in Winter Explore ice and find ways to melt it Observe caterpillars and discuss changes Know about the changes which happen in spring Observe the bulbs growing in the Outdoor area	<u>The Natural World</u> Make observations and drawings of plants and animals such as tadpoles, caterpillars and birds. Know some similarities and differences between the school environment and Marshall's Arm. Explore and name some animals that hatch from an egg Explore and sequence the life cycle of butterflies, frogs and birds Grow plants and make observations of plants as they grow Name parts of a plant Understand the changes we will see in summer
ELGs:	<u>Past and Present</u>-Talk about the lives of 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. <u>People, culture, and Communities</u>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts, images 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, nonfiction texts and (when appropriate) maps. <u>The Natural World</u>-Explores 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 to them in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.		
KS1: (taken from Geography, History and Science National curriculum)	● <u>Locational Knowledge</u>: Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capitals of the UK. ● <u>Place Knowledge</u>: Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-EU country. ● <u>Human & physical geography</u>: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ● <u>Use basic geographical vocabulary to refer to</u>: Key physical features including beach, cliff, coast, forest, hill, ● Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. ● Events beyond living memory that are significant nationally or globally. ● Notices, talks about and discusses the seasonal changes they experience. ● Can identify and explain the similarities and differences and purposes that everyday materials might have.		
<u>Expressive Arts and Design</u>	<u>Key Curricular Goals – what do we want children to achieve by the end of Reception?</u> ● Add more detail to pieces of artwork ● Perform songs, stories, poems or rhyme to an audience ● Express feelings in response to music or art ● Name some famous artists and explore their artwork		

Hartford Manor Primary School
Curriculum Overview – Reception



	• Be able to tap out a simple beat • Be able to change the sound of instruments		
Coverage	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Reception	Learn how to use the paint pumps and pallets Use rollers and cutters to shape playdough Experiment with seeds to make patterns in play dough Use scissors to cut Know how to draw a person – head, body, arms, legs and facial features Learn to sing nursery rhymes and action songs: Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught a Fish Alive, This Old Man, Five Little Ducks, Name Song, Things For Fingers Create an observational drawing / painting using watercolours Learn how to join two boxes together using tape Draw around 2D shapes to add details to our models Look at the work of Picasso and his work with shapes – shape faces Learn songs for Christmas Celebration Assembly Make props for Christmas Celebration Assembly Use instruments to play in time to songs Perform songs to an audience	Join boxes together using tape Add details through cutting shapes and sticking them on Use den building materials to make hideouts Role play preparing the house for Chinese New Year Learn the nursery rhymes - Wind the Bobbin Up, Rock-a-bye baby, Five Little Monkeys, Twinkle Twinkle Little Star, Happy and you know it, Heads, shoulders, knees and toes, If you're happy and you know it Work collaboratively to build large scale models Role play using the language learned through stories Make props to support role play Sing and move to action songs - Old Macdonald, Incy Wincy Spider, Baa Baa Black Sheep, Row, Row, Row Your Boat, The Wheels On The Bus, The Hokey Cokey Learn to play the glockenspiels in time to the beat of the song.	Explore painting techniques using watercolours. Make observation drawings of plants and animals. Share their creations, explaining the process they have used. Learn to sing nursery rhymes and action songs: Big Bear Funk, The Alphabet Song, The Name Song, Hickory Dickory Dock Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform familiar songs from Charanga, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
ELG's	Creating with Materials-Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Share their creations explaining the process they have used. Make use of props and materials when roleplaying narratives and stories, Being Imaginative and Expressive-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 and move in time with Music.		
KS1: (taken from music, Art and Design, and DT National curriculum)	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work • Design: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Make: Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.		



- | | |
|--|---|
| | <ul style="list-style-type: none">● Evaluate: Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Technical knowledge. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. |
|--|---|