

Saint Joseph's Catholic Primary School Reception Curriculum

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English						
Topic	Me and My Family	Celebrations	Changing Seasons	Friendships and Fun	Our wonderful World	What's on the Menu?
	Creepy Crawly by Anon & Busy Bugs by James Carter Outcome – Class performance poem		The Farmyard by A. A. Attwood Outcome - Class poem to be performed for an audience		Eat Your Peas, Louise! by Pegeen Snow & Dinner-time Rhyme by June Crebbin Outcome – Class poem	
Key texts <i>Including Pathways to Write text</i>	We're Going to Find the Monster by Malorie Blackman and Dapo Adeola Outcome – retell and write labels	Festivals by Jane Bingham Outcome – Design and label a snowman	A Walk in the Woods by Flora Martyn Outcome – recount/retell	Something Else by Kathryn Cave Outcome – narrative story retelling	Clem and Crab by Fiona Lumbers Outcome - retell/rewrite the story	Romeosaurus and Juliet Rex by Mo O'Hara Outcome – retell/rewrite of the story
Additional Texts	We're Going on a Bear Hunt The New Small Person The Gruffalo Billy and the Beast	A Year Full of Celebrations and Festivals The Big Book of Festivals We All Celebrate One Favourite Day of the Year	The Leaf Thief Tree: Seasons Come, Seasons Go Look What I Found in the Woods Whose Tracks in the Snow?	Strictly No Elephants All Are Welcome It's OK to be Different The Day You Begin	The Big Beach Clean Up Harry Saves the Ocean Poppy Puffin Helps Clean Up the Beach Sharing a Shell	Tyrannosaurus Drip The Veggie T-Rex My Dinosaur is Scared of Vegetables The Hugasaurus
Other key themes and dates	All about me Homes and families Where we live Autumn European Day of Languages – Sept 26th Black History Month - October Harvest – 5 th Oct (TBC)	Fairytales Children's Book Week – Nov 9 th – 15 th Autumn Nursery Rhyme Week – Nov 9 th – 13 ^t Anti-Bullying Week – Nov – 16 th – 20 th Diwali – Nov 8 th Bonfire Night – Nov 5 th Remembrance – Nov 11 th Christmas Dec 25 th	Animals Habitats Locations & places RSPB's Schools Birdwatch Month – Jan 5 th – Feb 12 th Chinese New Year – Feb 6 th Number Day – Feb 5 th Safer Internet Day – Feb 9 th Valentine's Day – Feb 14 th Pancake Day – Feb 9 th	Pirates Seaside Under the sea World Book Day – Mar 4 th Science Week – Mar 5 th – 14 th St Patrick's Day – Mar 17 th Mother's Day – Mar 7 th Eid – Mar 10 th Easter – Mar 28 th St David's Day – Mar 1 st	Growing Dinosaurs Volcanoes – earth Earth Day- Apr 22 nd VE Day – May 24 th World Bee Day May 20 th St George's Day – May 23 rd World Art Day – Apr 15 th	Toys Past and Present King's Birthday – June 19 th Father's Day – June 20 th World Music Day – June 21 st Insect Week – June 21 st – 27 th Teddy Bear Picnic Day – July 10 th
Enrichment	Mystery readers Y6 buddies Autumn welly walk	Library visit Nativity	Spring welly walk Delamere Forest	Planting seeds Church visit	Caterpillars Growing seeds Summer walk	Church visit Sports day Walk to café in Winsford Family Teddy Bear Picnic
	The development of children's spoken language underpins all seven areas of learning and development. • Back and forth interactions • Language rich environment • New vocabulary • Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts • Through conversation, storytelling and role play • Support and modelling from their teacher					

	Rich range of vocabulary and language structures					
Communication and Language Listening, attention and understanding	Understand how to listen carefully and why listening is important. Listens to others in one-to-one or small groups, when conversation interests them Understands use of objects (e.g. Which one do we cut with?) Engage in storytimes. Engage in non-fiction books. Listen carefully to rhymes paying attention to how they sound.	Understand how to listen carefully and why listening is important. Listens to familiar stories with increasing attention and recall Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture	Focusing attention – can still listen or do, but can change their own focus of attention Is able to follow directions (if not intently focused) Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box	Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity. Ask questions to find out more and to check they understand what has been said to them. Beginning to understand why and how questions	May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box Ask questions to find out more and to check they understand what has been said to them. Able to follow a story without pictures or props
Communication and Language Speaking	Learn new vocabulary. Develop social phrases. Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Key vocabulary: home, house, live, family, families, special, individual, important, same, different, myself, map, land, water, creation, Bible, God, Jesus, Autumn, changes, season	Learn new vocabulary. Articulate their ideas and thoughts. Uses talk to explain what is happening and anticipate what might happen next. Key vocabulary: traditional, tale, story, once upon a time, fiction, subitise, 1 more, combine, celebrations, Nativity, Advent, Annunciation, Mary, Angel, stable, healthy, unique, talents, gifts, Christmas, gifts, Bonfire, Diwali	Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Beginning to use more complex sentences to link thoughts (e.g. using and, because). Beginning to use a range of tenses (e.g. play, playing, will play, played) Key vocabulary: animal, wing, tail, adventure, journey, creek, location, habitat, location, farm,	Describe events in some detail. Connect one idea or action to another using a range of connectives. Absorb and use language they hear around them in their community and culture. Learn rhymes, poems and songs. Key vocabulary: seaside, pirate, harbour, treasure, captain, pelican, trudged, partition, combine, maps, space, Lent, Easter, Commandment, neighbour, special, trust, conflict, relationship	Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary in different contexts. Explain how things work and why they might happen. Describe events in some detail. Talks more extensively about things that are of particular importance to them. Retell a story, once they have developed a deep familiarity with the text; some as exact repetition	Use new vocabulary in different contexts. Uses intonation, rhythm and phrasing to make the meaning clear to others. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words what adults might do Use language to imagine and recreate roles and experiences in play situations. Link statements and sticks to a main theme or intention.

			woodland, partition, 1 less, shapes, 3D, Magi, Epiphany, blessed, Glory Be, forgiveness, likes, dislikes, consequence		and some in their own words. Introduces a storyline or narrative into their play. Key vocabulary: dinosaur, fossil, volcano, eruption, eroded, life cycle, egg, chrysalis, seed, stem, Pentecost, dedication, honour, Apostles, Holy Spirit	Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Key vocabulary: beloved, tatty, perfect, battered, special, precious, dialogue, encounter, discuss, community, equality, parish, liturgy, culture, wonder
Personal, Social and Emotional Development	- Daily opportunities to talk about our feelings and start to give reasons why - High-quality texts used to target feelings, friendships and self-care - Opportunities in provision for children to work cooperatively, build relationships with adults and peers, and to try new activities - Throughout the year: internet safety, healthy choices, road safety, appropriate behaviour					
PSED - TenTen	<u>Created and Loved by God</u> Religious understanding We are created as individuals. We are special. Our bodies were created by God and are good. We can give thanks to God.	<u>Created and Loved by God</u> Me, my body, my health We are each unique, with individual gifts, talents and skills. We all have similarities and differences. Our body parts have names and are good. We need to look after our bodies. A healthy lifestyle includes exercise, diet, sleep and personal hygiene.	<u>Created and Loved by God</u> Emotional wellbeing We all have different likes and dislikes, but similar needs (to be loved and safe). How to describe their feelings. Understand that feels are neither good nor bad. Simple strategies for managing feelings, emotions and behaviour. That our actions have consequences. How to say sorry and forgive others. Life cycles There are natural life stages from birth to death. Change is a part of growing up.	<u>Created to Love Others</u> Religious understanding We are part of God's family. Jesus cared for others, and we should love others in the same way God loves us. Personal relationships To identify special people and that it is important to trust them. How their behaviour affects others. Characteristics of positive and negative relationships. That bullying is wrong. How to respond when people are unkind. Life online How the internet can help us. How to stay safe online.	<u>Created to love others</u> Keeping safe About safe and unsafe situations. How to ask for help. About bodily privacy. That we can trust different people for help. What can help us when we're feeling poorly. That there are different people who can help us in an emergency.	<u>Created to live in community</u> Religious understanding That God is love: Father, Son and Holy Spirit. That God wants us to be loved and love others. About living in a community. Living in the wider world That we have a duty of care for others and our world. How we can help at home and school. About different types of jobs, strengths, gifts and talents. That we all have different wants and needs.

Making Relationships	Seeks out companionship with adults and other children, sharing experiences and play ideas. Uses their experiences of adult behaviours to guide their social relationships and interactions.	Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.	Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.	Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.	Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. Is proactive in seeking adult support and able to articulate their wants and needs.	Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.
Self-Regulation	Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.	Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.	Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.	Understands their own and other people's feelings, offering empathy and comfort.	Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.	Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.
Managing Self	Enjoys a sense of belonging through being involved in daily tasks.	Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.	Recognises that they belong to different communities and social groups and communicates freely about own home and community. Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group.	Has a clear idea about what they want to do in their play and how they want to go about it. Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.	Shows confidence in choosing resources and perseverance in carrying out a chosen activity.	Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.
Physical Development	- Weekly PE lessons with Kixx - Daily Dough Disco to strengthen hand muscles - Creative opportunities in provision to use a range of small tools - Daily fine motor activities - Outdoor learning to provide opportunities to develop gross motor skills - Planned activities to support gross motor and fine motor development					
PE (no scheme)	<u>Introduction to PE: Unit 2</u> Running, jumping, throwing, catching, rolling, skipping.	<u>Fundamentals: Unit 2</u> Running, jumping, hopping, balancing, changing direction, travelling.	<u>Ball Skills: Unit 2</u> Rolling, tracking, throwing, dribbling, kicking, catching.	<u>Dance: Unit 2</u> Creating actions, using dynamics, negotiating space.	<u>Gymnastics: Unit 2</u> Creating shapes, balances and jumps; rolling in different ways (rock and roll, barrel, straight,	<u>Games: Unit 2</u> Running, changing direction, throwing, catching, striking.

					forward roll progression); travelling.	
Gross Motor Skills Supported by Kixx	Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise. Walks down steps or slopes whilst carrying a small object, maintaining balance and stability. Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.	Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.	Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.	Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.	Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
Fine Motor Skills	Develop small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop small motor skills so that they can use a range of tools competently, safely and confidently. Begins to use anticlockwise movement and retrace vertical lines.	Develop small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient. Begins to form recognisable letters independently.	Develop small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	Develop small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	Develop small motor skills so that they can use a range of tools competently, safely and confidently. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
Literacy	• Daily phonics (Read, Write Inc) • Use of Pathways Scheme for Literacy lessons • Daily Storytime • Books in each area of provision • Group reading and individual reading (Read Write Inc reading books) • Weekly supported writing sessions • Writing opportunities in provision (indoors and outdoors)					

Phonics	<u>Set 1 Sounds</u> Read 16 single-letter Set 1 sounds	<u>Set 1 sounds and blending</u> Read all 25 Set 1 single letter sounds Blend sounds into words orally	<u>Blending and Reading Ditty</u> Read all 25 Set 1 single letter sounds Blend sounds to read words Read short Ditty stories Red words: the, I, no, of, my, he Green words: pin, it, on, him, big, in, sat, dog, cat, and, is, yes, up, can, got, sit, man, get, us, an,	<u>Special Friends and Red</u> Read 31 sounds (Set 1 Special Friends) Read Red Storybooks Red words: the, I, no, of, my, he Green words: pin, it, on, him, big, in, sat, dog, cat, and, is, yes, up, can, got, sit, man, get, us, an,	<u>Double consonants and Green</u> Read 35 sounds (4 double consonants) Read Green Storybooks Red words: the, your, said, I, my, you, no, put, he, be Green words: with, us, an, get, and, on, have, mix, it, in, at, catch, can, up, went, with, is, will, him, then, his, but, got, fish, get, that, put, that, off, big, pink, this,	<u>Double consonants and Green</u> Read 41 sounds (first 6 Set 2 sounds) Read Green Storybooks Red words: the, your, said, I, my, you, no, put, he, be Green words: with, us, an, get, and, on, have, mix, it, in, at, catch, can, up, went, with, is, will, him, then, his, but, got, fish, get, that, put, that, off, big, pink, this,
Literacy – Pathways to Write	We're Going to Find the Monster by Malorie Blackman and Dapo Adeola Outcome – retell and write labels	Festivals by Jane Bingham Outcome – Design and label a snowman	A Walk in the Woods by Flora Martyn Outcome – recount/retell	Something Else by Kathryn Cave Outcome – narrative story retelling	Clem and Crab by Fiona Lumbers Outcome - retell/rewrite the story	Romeosaurus and Juliet Rex by Mo O'Hara Outcome – retell/ rewrite of the story
Mathematics	Getting to know you Baseline Subitising (Mastering Number 1) Subitising within 3 Counting, Ordinality and Cardinality (Mastering Number 2) Focus on counting skills Composition (Mastering Number 3) Explore how all numbers are made of 1s and the composition of 3 and 4 Shape/Space 1.1 2D shapes and their properties	Comparison (Mastering Number 5) Comparison of sets – Use language of comparison – more than and fewer than Counting, Ordinality and Cardinality (Mastering Number 6) Focus on Counting skills and the 'fiveness of 5' Comparison (Mastering Number 7) Comparison of sets by matching Composition (Mastering Number 8) Explore the concepts of 'whole' and 'part'	2.1 identifying unit of repeat Pattern AB & ABC patterns Subitising (Mastering Number 11) Focus on 5 Counting, Ordinality and Cardinality (Mastering Number 12) Staircase pattern – one more than the previous Composition (Mastering Number 13) Focus on 5 3.1 Height Measures	Composition (Mastering Number 15) Compare sets and use language of comparison Counting, Ordinality and Cardinality (Mastering Number 16) Focus on 'staircase pattern' and ordering numbers Pattern 3.1 More complex patterns – ABB, ABBC 3.2 Generalising pattern and transferring to another format e.g. link pattern of shapes to movements	Comparison (Mastering Number 19) Focus on doubles Comparison (Mastering Number 20) Odds and Evens Counting, Ordinality and Cardinality (Mastering Number 21) Counting larger sets Shape/Space 4.1 Representing spatial relationships as maps Spatial vocabulary (forwards, backwards, up, down, across)	Shape/Space 5.1 3D shapes Properties of shape 6.1 Relationships between shapes Comparison (Mastering Number 25) Comparison linked to ordinality Pattern 6.1 Symmetry/reflections – 6.2 Share fairly Measures 5.1 Mass Measures

	Pattern 1.1 Simple AB patterns (complete, copy, make own and spot/correct errors in patterns) Subitising (Mastering Number 4) Subitise objects and sounds	Composition (Mastering Number 9) Focus on the composition of 3, 4 and 5 Counting, Ordinality and Cardinality (Mastering Number 10) Matching numbers to quantities to 10 and verbal counting beyond 20	Composition (Mastering Number 14) Focus on 6 and 7	Measures 4.1 Length Shape/Space 3.1 Spatial vocabulary (in front, behind, in between, on, in, under, first second, third) Comparison (Mastering Number 17) Focus on ordering of numbers to 8 Language – use of less than Composition (Mastering Number 18) Focus on 7	Subitising (Mastering Number 22) Subitising to 6 Composition (Mastering Number 23) Composition (Mastering Number 24) Composition of 10	6.1 Capacity 6.2 Time – sequence of events
Understanding the World	• Use of outdoor area – weekly outdoor provision • Weekly teaching input • Access to materials and objects used to explore the world • Themed books • Themed days and celebration days • Home Corner					
The Natural World	Our bodies, body parts and our senses Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Draw information from a simple map.	Changing seasons and weather – Autumn Talks about why things happen and how things work Shows care and concern for living things and the environment Draw information from a simple map	Changing seasons and weather – Winter Learning about and grouping different animals Animals and their habitats Animal life cycles Developing an understanding of growth, decay and changes over time Comparing different environments – seaside, desert, polar environments, town, city, countryside, ocean	Changing seasons and weather – Spring Learning about and grouping different animals Animals and their habitats Animal life cycles Animal life cycles – ducklings Comparing different environments – seaside, desert, polar environments, town, city, countryside, ocean Talks about the features of their own immediate environment and how	Animal and plant life cycles – seeds and caterpillars Plants and their parts – planting seeds Caring for the planet Begin to understand the effect their behaviour can have on the environment Knows about similarities and differences in relation to places, objects, materials and living things Makes observations of animals and plants and explains why some things	Changing seasons and weather – Summer Exploring toys and learning about different materials and suitability Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation to places, objects, materials and living things

			Shows care and concern for living things and the environment	environments might vary from one another	occur, and talks about changes	
People, Cultures and Communities	Where we live – Winsford and local area Our houses and homes Exploring our similarities and differences Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines	Learning about different celebrations around the world – Diwali, Hannukah, Christmas and learning about the countries they come from Our local area – visit to the library Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends	Chinese New Year – learning about China and how it is similar/different to the UK Shows interest in different occupations and ways of life indoors and outdoors Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Talks about past and present events in their own life and in the lives of family members	Learning about different celebrations – Eid Maps – making and following maps, using BeeBots to follow a map Talks about past and present events in their own life and in the lives of family members Understand that some places are special to members of their community	Exploring our local area – farm visit Knows that other children do not always enjoy the same things, and is sensitive to this Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions Recognise that people have different beliefs and celebrate special times in different ways	Learning about people in the community who help us – firefighters, police officers etc Knows that other children do not always enjoy the same things, and is sensitive to this
Past and Present	Our lives and our family Who we live with and who is in our extended family Name and describe people who are familiar to them	Learning about different significant events – Bonfire Night, Remembrance Day, Christmas Recognises and describes special times or events for family or friends	Learning about significant events and their stories – Chinese New Year Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past	Easter – remembering and retelling key events of the past, learning about how we remember significant events	VE Day - remembering key events of the past and their significance Knowing that dinosaurs are from the past, exploring fossils and bones	Comparing toys of the past with modern toys
RE – Vines and Branches	<u>Creation & Covenant</u> God made our world. God made me. God loves me. See and hear about the Sign of the Cross.	<u>Prophecy & Promise</u> The Bible is a special book. Begin to hear about Mary. Mary was going to have a special baby called Jesus. God loves me. Jesus loves me.	<u>Galilee to Jerusalem</u> Jesus was born for everyone. Jesus takes care of everyone. How to show love like Jesus.	<u>Desert to garden</u> Jesus died on a cross. Lent is a time to care for others. Purple is used as a sign of Lent. Easter celebrates new life.	<u>To the ends of the Earth</u> Jesus went back to his father. The Holy Spirit is our friend. The Holy Spirit looks after us.	<u>Dialogue and encounter</u> Diwali is a celebration. We can be a good neighbour. Jesus lived in the past.

	See and hear about the Bible.	Jesus is born. Mary, Joseph and Jesus are a special family called the Holy Family.	Jesus is God's son. The Wise Men visited Jesus.		The church is a special place.	
Expressive Arts and Design	- Junk modelling and craft area in provision - Weekly craft task - Mark making opportunities indoors and outdoors - Themed role play and role play opportunities - Weekly music lessons					
Creating with Materials	Making marks with different tools and learning about their effects in art – wax crayons, paint, pencils Drawing from observation - self-portraits Using different materials to build and join objects using junk modelling	Exploring colour and colour mixing using different tools Using different materials to create artwork and achieve different effects – firework pictures, Christmas crafts, Diwali candles Build a house for The Three Pigs and a bridge for the Billy Goats	Chinese New Year crafts – making lanterns Creating animal prints using different media Designing and making our own pancakes Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience	Making a pirate ship and testing them on water, and evaluating our creations Using different materials to create Easter artwork/crafts Use tools for a purpose	Designing and creating dinosaur sculptures and fossils using different materials – clay, dough etc Use tools for a purpose Develops their own ideas through experimentation with diverse materials Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking	Making our own toys/puppets using textiles – exploring joining techniques 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 role playing characters in narratives and stories
Being Imaginative and Expressive	Home corner role-play Singing nursery rhymes and action songs Using props and puppets to retell stories Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns	Enhanced home corner role-play Nativity performance – learning songs, performing actions Using props and puppets to retell stories Engages in imaginative play based on own ideas or first-hand or peer experiences.	Chinese New Year home corner role-play Vets role-play Safari role-play Chinese music and dance Using props and puppets to retell stories Introduces a storyline or narrative into their play	Pirates role-play Using props and puppets to retell stories Introduces a storyline or narrative into their play Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative	Museum/ Dinosaur role-play Using props and puppets to retell stories and develop own narratives Creates representations of both imaginary and real-life ideas, events, people and objects	Toy shop role-play Using props and puppets to retell stories and develop own narratives 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

	Enjoys joining in with moving, dancing and ring games					others, and – when appropriate – try to move in time with music
Music	<u>Exploring Sound</u> Singing nursery rhymes and action songs Explore sounds using voices and bodies Use untuned instruments to explore tempo and dynamics	<u>Celebration Music</u> Responding and moving to music from around the world Respond to a performance – KS1 Nativity, Christmas panto Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.	<u>Music and Movement</u> Create simple actions to well-known songs Move to a beat Express feelings through movement to music	<u>Musical Stories</u> Use voices, bodies and instruments to create sound effects Learning to move in response to music and create own actions Change movements to match the tempo, pitch or dynamic of the music Play an instrument as part of a group	<u>Transport</u> Using instruments to represent movement and feelings Learning to move in response to music and create own actions Identify and mimic transport sounds	<u>Big Band</u> Creating our own toy instruments and using them to make music Exploring tuned instruments and singing along to familiar songs Learn about what makes a musical instrument Learn the four different groups of musical instruments