



Reception Curriculum Overview

	Autumn 1 Me and My World	Autumn 2 Once Upon a Time	Spring 1 Bears	Spring 2 Space/Superheroes	Summer 1 We're Going to the Zoo	Summer 2 Minibeasts/Growing
Enrichment	Home visits /Stay & Plays Harvest / International day Autumn / Bonfire night / Dussehra / Remembrance Day / Diwali / Bhai Dooj / Hanukkah / Christmas Anti-bullying day Nursery Rhyne week Winter concert		Spring Safer internet Day Lohri / Number day / Chinese New Year / Pancake day / Valentines Day / World Book Day / Mother's Day / Ramadan / Holi / Easter		Summer STEM Week Eid al-Fitr / Passover / Earth Day / May Day / Father's Day / Sports Day Transitioning on	
Communication & Language	To listen during Storytime and when being given instructions. To answer questions about a storybook they have just read. To be aware of time in relation to past, present and future e.g. Today is Sunny, yesterday was rainy. I wonder what the weather will be tomorrow? To respond to conversations that are going on around. To respond to adults' interactions in appropriate ways. To have a widening vocabulary. To use language as a means of communicating and a way to express their ideas and feelings		To understand how to listen carefully and why listening important. To ask questions to find out more. To talk about stories to build familiarity and understanding. To retell the stories. To understand words that describe sequences such as 'first, next'. To remember and enjoy telling long stories. To take part in longer turns in conversations. To join in group discussions sharing their ideas or asking questions.		To listen for longer periods of time and in different situations. To use question starters - 'what', 'where' and 'why'. To understand more complicated language such as 'first', 'last', 'might', 'may be', 'above' and 'in between'. To think more about the meanings of words. To understand adjectives such as soft, hard, smooth etc. To have a developing awareness of more complex humour. To keep interactions going through language. To join in class discussions making relevant comments or asking questions. To have interesting and enjoyable conversations. To use well-formed sentences. To be understood by adults and their peers	

End of year goal	Children are able to listen in a range on contexts and demonstrate they have understood what they have heard by responding with relevant comments or questions. They can talk about the things that interest them and the experiences they have, taking part in meaningful conversations. Children can talk about the things that interest them and the experiences they have. They engage in conversations with both children and adults in a range of contexts. They can talk about why things happen, the stories they have read and have an expanded vocabulary. They can express their ideas and feelings in full extended sentences. Children are easily understood by all the people they talk to.					
Personal, Social and Emotional Development	<p>To make strong relationships with their teacher and Teaching assistants.</p> <p>To come into class happily and follow the morning routines.</p> <p>To select and use activities and resources they are interested in.</p> <p>To join in guided learning sessions.</p> <p>To put their own coat on and have a go at doing up the zip with increasing success. To manage their toileting needs and if they do have an accident they ask for help.</p> <p>To become increasingly independent in dressing themselves.</p> <p>To eat a balanced lunch and are willing to try new foods.</p> <p>To know some foods are better for us than others.</p> <p>To Increasingly follow rules, understanding why they are important.</p> <p>To have appropriate ways of being assertive and begin to talk with others to solve conflicts</p> <p>To talk about their feelings using words like ‘happy’, ‘sad’, ‘angry, or ‘worried’</p> <p>To know ‘the class charter</p> <p>To evaluate their behaviour using the school values when things have gone wrong.</p> <p>To play with one or more other children, extending and elaborating play ideas.</p> <p>To understand sharing is not just about getting what you want but allowing the other child to have their fair turn and be able to wait for their turn.</p>		<p>To plan and think ahead about how they will explore, play with objects or make things such as models or crafts.</p> <p>To respond to new experiences provided for them.</p> <p>To be able to put socks and tights on with appropriate orientation as well as their shoes.</p> <p>To know that it is important to have three meals a day.</p> <p>To have strategies to use to self-regulate when needed.</p> <p>To Identify how their friends might be feeling and understand that not all reactions to feelings are OK.</p> <p>To join in and have a go at a guided directed task.</p> <p>To be able to start a conversation with another child or adult.</p> <p>To begin to know how to respond to other children around them in a friendly manner.</p> <p>To begin to use their negotiation skills to help solve sharing problems.</p> <p>To listen to others they are playing with developing ideas together.</p> <p>To have strategies to be able to solve sharing problems.</p> <p>To have found children they particularly like to play.</p> <p>To have positive relationships with the close adults they come into contact with. To be happy to take part in guided learning opportunities and suggestions from adults.</p>		<p>To feel confident about coming up with their own ideas making links with pervious ideas.</p> <p>To use a range of strategies to reach a goal they have set themselves.</p> <p>To begin to correct their mistakes themselves.</p> <p>To keep on trying when things are difficult.</p> <p>To be able to talk about good food choices and treat foods we can have sometimes and begin to know why.</p> <p>To identify their own basic emotions and moderate their own feelings socially and emotionally.</p> <p>To be able mostly to say what/why they feel that why.</p> <p>To play co-operatively with a common purpose.</p> <p>To be able to take part in team games and begin to manage disappointment. To notice see when their friend is upset or happy.</p> <p>To think of ways of helping other children and making them feel better.</p> <p>To have happy friendly relationships with key adults and know how to respond to new adults within a safe environment.</p>	
Jigsaw	Being me in my World	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me

<p>End of year goal</p>	<p>Children feel confident about coming up with their own ideas making links with previous ideas. They use a range of strategies to reach a goal they have set themselves. They begin to correct their mistakes themselves. They keep on trying when things are difficult. Children can talk about good food choices and treat foods we can have sometimes and begin to know why. Children concentrate on achieving something that's important to them. They have confidence to try new activities and have developed interests that fascinate them. They are increasingly able to control their attention and ignore distractions. They know we can ask questions to find out more and don't give up when things get tough. Children 'think aloud' when working through challenges and reflect on their learning. Children know the school values and follow and can reflect on them. Children can dress independently and manage their own personal needs. They understand why we should make healthy food and lifestyle choices. Children can imagine what kind of action or response might help a person feel better. They have built constructive and respectful relationships and can think about the perspective of others. Children play co-operatively with a common purpose. They can take part in team games and begin to manage disappointment. They can see when their friend is upset or happy. They look at ways of helping other children and making them feel better. They have happy friendly relationships with key adults and know how to respond to new adults within a safe environment.</p>					
<p>Physical Development P.E.</p>	<p>To climb up/down/under apparatus. To use large muscle movements to wave flags and streamers, paint and make marks. To Skip, hop, stand on one leg and hold a pose for a game like musical statues. To throw objects with an overarm action at a target. To catch a ball (using the whole body, not just arms). To increasingly be able to use and remember sequences and patterns of movements which are related to music, rhythm or songs. To use one-handed tools and equipment e.g. making snips in paper with scissors. To use a comfortable grip with good control when holding pens and pencils. To eat independently using a knife and fork.</p>		<p>To have a developing good sense of spatial awareness around others and equipment inside and outside. To walk along a balance beam or pole. To cut along lines. To use paintbrushes with skill. To copy lines, circles, crosses, squares and triangles. To write some letters correctly especially the letters in their name and ones which require no retracing.</p>		<p>To revise and refine the fundamental movement skills they have already required: Rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. To use their core muscles strength to achieve a good posture when sitting at a table or sitting on the floor. To begin to combine different movements with ease and fluency. To have further develop the skills they need to manage the school day successfully. To use scissors to cut out shapes. To be more accurate at writing letters including ones that require retracing. To develop the foundations of a handwriting style which is fast, accurate and efficient</p>	
	<p>Settling In Intro to PE</p>	<p>Gymnastics Unit 2</p>	<p>Fundamental skills Unit 1</p>	<p>Ball skills Unit 1</p>	<p>Dance Unit 2</p>	<p>Games Unit 2</p>

<p>End of year goal</p>	<p>Children can negotiate the space they are in safely and with appropriate skill. They have good whole body strength, balance and co-ordination. They have energy and enjoy being physically active. Children confidently and effectively use a range of tools including scissors, hammers, pencils, cutters, hole puncher, knife and fork. They can write letters correctly with confidence and an effective grip. They can use different art materials such as oil pastels, paint, felt tips, colouring pencils and crayons to make drawings and artwork. Children uses different geometrical shapes and lines of varying lengths to draw the objects, people and animals.</p>		
<p>Literacy</p>	<p>To have increasing muscle strength in their shoulder girdle muscles by taking part in hanging activities such as monkey bars, chins ups, pull ups or swinging To hear and write the initial and final sounds in the words. To write recognisable letters especially those that do not require retracing. To write most of the letters in their name. To write initial sounds in words moving to including end sounds and finally CVC words. To join in Fred-talk and like to play rhyming games. To join in with familiar nursery rhymes and songs. To read all Set 1 sounds. To blend sounds into words orally. To have a range of stories they enjoy and can talk about. To think about what might happen next, where the story is set and use the pictures as clues about the story. To answer simple questions. To retell and sequence familiar stories using some of the key vocabulary. To be introduced to non-fiction texts and poetry.</p>	<p>To have a developing level of coordination that requires extensive motor planning coordination skills - Bilateral Coordination Activities. To write more complex letter shapes that require retracing. To write all the letters in their name. To become more confident at having a go at writing. To write words which have a start, middle and end letter and short phrases are visible. To know some letter groups that each represent one sound. To say sounds when spelling words by identifying the sounds and then writing the sound with letter/s. To read simple phrases and sentences made up of words with known letter-sound correspondences. To read some common exception words (red words). To be able to blend sounds to read words and read short Ditty stories. To begin to make up their own stories these could be based on a familiar story or their own ideas. To anticipate key events and begin to give a reason e.g. 'I think it's going to be a bear as it's a scary story'. To act out familiar stories and their own stories. To be able to tell the difference between a fiction and non-fiction book. To understand that non-fiction books give us information and usually have real photos in them. To know we learn true things (facts) about the world from non-fiction texts.</p>	<p>To have a developing visual perception demonstrated by writing in the right place, recalling letters. To write captions and early sentences which clearly have spaces between words. To be able to Fred talk in their head and read the word. To track the text they are reading. To read appropriately matched decodable texts. To be confident to read simple sentences with fluency. To decode unfamiliar words using their phonic knowledge. To read appropriately matched decodable texts with some red words. To retell and make up their own stories. To use story language that is interesting and begin to be aware of the listener. To listen to stories and talk about where it is set, who is in it and what happens. To use new words introduced to them in their own stories. To identify non-fiction books and choose ones they might need to find out a particular fact. To know, non-fiction books have a content page and we don't need to read it in order.</p>

Phonics - RWI	Read single-letter Set 1 sounds	Read all Set 1 sounds; blend sounds into words orally	Blend sounds to read words; read short Ditty stories	Read Red Storybooks	Read Green Storybooks; read some Set 2 sounds	Read Green or Purple Storybooks
End of year goal	Children have postural control to remain upright while doing writing at a table. They can recall letters they need to write whilst using their phonic skills to write the words they are trying to sound out. They write sentences that can be read by themselves and others in a range of contexts. Children are confident to read simple sentences which they can read with fluency. If they come across words that are unfamiliar they can decode using their phonic knowledge. Children read appropriately matched decodable texts with some red words. Children can make up their own simple interesting story which can be based on a secure knowledge of a familiar book. They are confident to talk about the pictures and make links about what information it could give us for the story. They can listen to a story and describe key characters, events and use their predictive skills to think about what might happen. Children can tell the difference between fiction, non-fiction, poems and rhymes.					
Maths	<p>To say number words in sequence to 10. To know that the last number reached when counting a set tells you how many there are in totally (cardinal principle).</p> <p>To understand you can show a number by counting out matching amounts</p> <p>To recognise small quantities without having to count them (subitising).</p> <p>To count to 10 and in a group continue to 20.</p> <p>To know you can count backwards and in a group count down from 10 to 0.</p> <p>To begin to relate number rhymes about less to counting backwards.</p> <p>To develop a sense of number composition and begin to understand that the number stays the same if nothing is added or taken away from it.</p> <p>To compare quantities using language: more than, fewer than and the same.</p> <p>To continue and make up their own AB pattern.</p> <p>To use the language of position and direction: position: 'in', 'on', 'under' direction: 'up', 'down', 'across'.</p> <p>To use the language of position: 'in', 'on', 'under' and direction: 'up', 'down', 'across'. To explore shapes, the attributes of particular shapes, and select shapes to fulfil a particular need.</p> <p>To recognise the specific attributes such as long, tall, big and heavy.</p>		<p>To count forwards and backwards and understand what is happening to the number.</p> <p>To count using larger numbers.</p> <p>To know 'one more than/one less than' relationship between sequential number. To understand the composition of a number and explore a range of ways to partition a whole number e.g. 2 bananas and 2 strawberries make 4.</p> <p>To count to 20 confidently.</p> <p>To begin to apply their understanding by comparing actual numbers and explaining which is more applying early reasoning skills (I would choose 8 sweets because it's more than 4).</p> <p>To begin to show an awareness of comparison in estimating and predicting - consider which container would be best to store a specific item in.</p> <p>To spot an error in AB pattern.</p> <p>To identify the smallest part of the pattern, or the 'unit of repeat'.</p> <p>To make an ABC pattern.</p> <p>To use terms which are relative to the viewpoint: 'in front of', 'behind', 'forwards', 'backwards'.</p> <p>To notice shape properties of the object that they want to represent.</p> <p>To describe 2D and 3D shapes.</p> <p>To sequence activities, important times in their day, and some sequences of time that are significant to them.</p>		<p>To count from different numbers.</p> <p>To know number names extending to larger numbers, including crossing boundaries 19/20 and 29/30.</p> <p>To count things that cannot be seen and things that cannot be moved.</p> <p>To explain unfair sharing.</p> <p>To see small numbers within a larger collection (whole/part model).</p> <p>To know which pair of numbers make 5 and some for 10.</p> <p>To explore doubling and understand what it means.</p> <p>To understand a number can be partitioned in to more than two groups such as 10 toys and 3 shelves.</p> <p>To compare numbers that are far apart, near to and next to each other. For example, 8 is a lot bigger than 2 but 3 is only a little bit bigger than 1'.</p> <p>To count confidently to 20 but have experience of counting higher.</p> <p>To have confidence explaining their thinking and reasoning when comparing numbers up to ten and use words such as more, less, fewer and the same.</p> <p>To explore the difference between odd and even numbers, sharing equally and know some double facts.</p>	

	To talk about the things they do in the daytime and night-time.			To make more complex patterns structures ABB ABBC AABB. To begin to use 'left' and 'right'. To show awareness of properties of shapes and show increasing intentionality in their selection of shapes. To begin to use specific shape language in everyday situations - may include: curvedness, numbers of sides and corners (2D) or edges, faces and vertices (3D), equal sides, parallel sides, angle size, including right angles, 2D shapes as faces of 3D shapes. To can compare indirectly for example, put things in order of height, weight or capacity. To recognise the relationship between size and the number of units beginning to make the generalisation that the smaller the unit the more we need of them, or the bigger the unit the less we need of them. To begin to experience specific time durations e.g. number of sleeps		
White Rose Maths	Getting to know you (2 weeks - baseline) <ul style="list-style-type: none"> Establish maths through routines (tens frame buses, 100 days in school, calendar activities) Match, Sort & Compare (2 weeks) <ul style="list-style-type: none"> Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts 	It's Me 1, 2, 3 (2 weeks) <ul style="list-style-type: none"> Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 Circles and triangles (1 week) <ul style="list-style-type: none"> Identify and name circles and triangles Compare circles and triangles Shapes in the environment 	Alive in 5 (2 weeks) <ul style="list-style-type: none"> Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5 Mass and Capacity (1 week) <ul style="list-style-type: none"> Compare mass Find a balance Explore capacity Compare capacity 	Building 9 and 10 (3 weeks) <ul style="list-style-type: none"> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd 	To 20 and beyond (2 weeks) <ul style="list-style-type: none"> Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns How many now? (1 week) <ul style="list-style-type: none"> Add more How many did I add? Take away 	Sharing and grouping (2 weeks) <ul style="list-style-type: none"> Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles Visualise, build and map (3 weeks) <ul style="list-style-type: none"> Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions

	<p>Talk about measure and patterns (2 weeks)</p> <ul style="list-style-type: none"> • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns <p>Create simple patterns</p>	<ul style="list-style-type: none"> • Describe position <p>1, 2, 3, 4, 5 (2 weeks)</p> <ul style="list-style-type: none"> • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1-5 <p>Shapes with 4 sides (1 week)</p> <ul style="list-style-type: none"> • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night 	<p>Growing 6, 7, 8 (2 weeks)</p> <ul style="list-style-type: none"> • Find 6, 7 and 8 • Represent 6, 7, and 8 • 1 more • 1 less • Composition of 6, 7 and 8 • Make pairs-odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising <p>Length, Height and Time (1 week)</p> <ul style="list-style-type: none"> • Explore length • Compare length • Explore height • Compare height • Talk about time • Order and sequence time 	<p>Explore 3D shapes (2 weeks)</p> <ul style="list-style-type: none"> • Recognise and name 3D shapes • Find 2D shapes within 3D shapes • Use 3D shapes for tasks • 3D shapes in the environment • Identify more complex patterns • Copy and continue patterns <p>Patterns in the environment</p>	<ul style="list-style-type: none"> • How many did I take away? <p>Manipulate, compose and decompose (2 weeks)</p> <ul style="list-style-type: none"> • Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2D shape pictures <p>Find 2D shapes within 3D shapes</p>	<ul style="list-style-type: none"> • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations <p>Make connections (1 week)</p> <ul style="list-style-type: none"> • Deepen understanding Patterns and relationships
--	--	--	---	---	--	--

<p>End of Year Goal</p>	<p>Children have a secure number sense up to 10. They can add and subtract with numbers to 10. They understand that whole numbers can be made up from 2 or more numbers. They can recall number bonds to 5 (and some to 10) with an understanding of what this means in the concrete sense. They know that doubling is adding the same number again. Children can count confidently to 20 but have experience of counting higher. They have confidence explaining their thinking and reasoning when comparing numbers up to ten and use words such as more, less, fewer and the same. Children explore the difference between odd and even numbers, sharing equally and know some double facts. Children are confident to use shapes in their work. They can name some 2D and 3D shapes and know what makes them that shape. They have a developing awareness of relationships between shapes. They can begin to reason why certain shapes are good for particular things. Children can identify patterns, continue and make their own patterns developing in complexity. Children can use language to describe position and direction. Children have a developing sense of time for example, 1 minute, the number of sleeps, events in a day.</p>		
<p>Understanding the World Past & Present (History/ Geography)</p>	<p>To be able to comment on images of familiar situations in the past such as their last Christmas or a time when they were in Nursery. To have an awareness that some things/events happened a long time ago such as Bonfire night. To talk about where they live and where our school is. To describe their walk to school and talk about what they see. To begin to understand that not all countries have the same weather, landscapes and animals.</p>	<p>To look at how jobs might have changed over time and important figures. To compare contrasting characters from stories, including figures from the past. To look at a map of the area and identify where the school, tube station and park is.</p>	<p>To be aware of events that are coming e.g. someone's birthday. To remember a special event from the past. To continue to developing their concept of the past by looking at things of the past related to stories they have read this could be character, object or event. To describe where we live. To be able to talk about some contrasting countries they see on videos, in photos, places they have visited and in stories.</p>
<p>Understanding the World The Natural World (Science)</p>	<p>To plant some bulbs or pansies and know what to do to help look after them. To talk about what they see around them when they are exploring their environment To notice the change between summer to Autumn especially on trees and how the weather feels. To make pictures to represent the current season.</p>	<p>To talk about what they see and start saying why changes have occurred. To notice the change from autumn to winter and make representations of it. To continue noticing differences and similarities between where we live and other countries and beginning to think of reasons e.g. snakes like it where it is hot as they have cold blood. To notice the changes that have occurred in the bulbs or winter flowers. To notice the changes that occur when things are frozen or hot.</p>	<p>To notice the changing weather and what summer feels like. To start to know why we have summer and the effects this has on people, animals and plants. To experience watching caterpillars change to butterflies and be able to talk and draw the different stages. To grow a seed or a bean and know what to do to help it grow.</p>
<p>Understanding the World People Culture & Communities</p>	<p>To say who is in their immediate family and have a developing understanding of their extended family. To begin to understand that each family is unique. To begin to understand that some places are special to members of the community by being shown</p>	<p>To begin to talk about the wider occupations such as plumber, electrician and talk about similarities between jobs such as jobs that help people. To recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>To recognise that people have different beliefs and celebrate special times in different ways.</p>

	pictures of places of worship when learning about different celebrations.					
RE	Special People	Christmas	Celebrations	Easter	Story time	Special Places
Computing	<p>To know that there are different programs on the computer that can be used.</p> <p>To know what to do if they see something that upsets them when using technology</p> <p>To know that Tapestry is a method of communication, and is used to upload learning/experiences between home and school.</p> <p>To access and use simple activities using touch technology with increasing control.</p>		<p>To begin to understand it is important to limit the amount of time spent using a computer, tablet or game device.</p> <p>To access the IWB to play age related games such as Busythings.</p> <p>To explore how a Beebot (or other programmable toy) will move if given it a set of instructions by pressing buttons.</p> <p>To know that technology and devices must be used sensibly and carefully.</p>		<p>To talk about what they are doing on a computer.</p> <p>To say if something they find on the internet makes them feel bad and can follow the school's safer internet rules.</p> <p>To use a simple paint programme with increasing mouse control.</p> <p>To understand the purpose of and experiment with hardware such as cameras, computers, iPad, voice recorders etc.</p>	
End of year goal	<p>Children can talk about their families and the different things they do. They can talk about jobs in society and make links between jobs. They know somethings happened a long, long time ago that we remember for particular reasons. Children are beginning to understand people from the past played important roles and are remembered for the bad or good things they have done. Children are confident when using the computer or IWB to engage in age related programmes. They show control when using technology. They have awareness of how to be safe when using the internet. Children will have respect for the natural world around them. Children can talk about the changing weather and seasons. They can talk about the animals they see at school and some from other countries and know some facts about them. Children will know the things changes in different ways such as the season, when cooking, plants growing and life cycles of a chicken, snail, stick insect, butterfly and ladybird. They can make observations and draw simple representations of the environment and familiar animals and know we need to care about the environment around us. Children can describe materials using their senses and notice when changes occur.</p>					
Expressive Art and Design	<p>To begin to understand that artwork is representative of themselves and are starting to acquire a sense of ownership for creative pieces.</p> <p>To use tools with developing skill such as a hammer to tap in nails into wood.</p> <p>To explore with un-tuned and body percussion.</p> <p>To begin to build a repertoire of songs and dances.</p> <p>To believe play largely based on their own experiences</p> <p>To begin to act out feelings.</p> <p>To retell familiar stories with or without props.</p> <p>To start to realise we can change the story by</p>		<p>To make more of an attempt to construct more realistic creations.</p> <p>To talk about the different parts, they have made.</p> <p>To confidently use one-handed tools to create changes in materials e.g. Use a saw at the woodwork bench to cut the wood.</p> <p>To act out stories which involve multiple perspectives which is a playful manipulation of ideas and emotions.</p> <p>To begin to develop complex stories using small world equipment or props like animal sets, dolls and dolls houses etc.</p>		<p>To have repeated experiences at the making area.</p> <p>To think about what they are creating and how they want it to look e.g. "I'm making a car; it has four wheels."</p> <p>To be able to tell you how they made their creation and what parts do or are for.</p> <p>To choose the colour of paint, paper or material to make a picture, like a piece of green paper for the grass.</p> <p>To can cut, stick and fold the things and can use different tools like scissors, masking tape, sticky</p>	

	adding a character or making something different happening.	To watch and talk about dance and performance art, expressing their feelings and responses.	tape, hole punches and string to join and fix things together. To be able to take on different roles - pretend play includes planned events with cause-effect sequences. For small world play to go on for longer retelling familiar stories or making up their own, They are using expanding ideas to make their stories make sense.
Expressive Art & Design (Music)	To listen attentively, move to and talk about music, expressing their feelings and responses. To respond to different kinds of music from across the globe, including traditional and folk music from Britain. To join in with call-and-response songs. To sing some key songs. To notice and keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.	To listen attentively to music and discuss changes and patterns as a piece of music develops. To play copy pitch-matching games, humming or singing short phrases. To become more confident in singing the songs they know. To play movement and listening games that use different sounds for different movements. To tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.	To sing in a group or on their own, increasingly matching the pitch and following the melody. To explore and engage in music making, performing solo or in groups. To respond to music with a pulse and move in time with and respond to changes. To create their own music. To be able to replicate choreographed dances, such as pop songs and traditional dances from around the world. To begin to choreograph their own dance moves, using some of the steps and techniques they have learnt.
End of year goal	Children have the confidence to create and make. They decide on the what they will make. They choose the materials they want to use, shape materials with tools, and join materials together. If an idea doesn't work they choose something else or change it. They can talk about how, why and what in relation to their creation. Children can take on different roles and the pretend play has a storyline with develops over time. They can retell and make their own stories using small world props to develop the character, setting, problem and solution for their story. They tell their story to one or more people. Children will become absorbed in music and develop a new confidence in their abilities. They can sing songs, keep a beat and make up their own rhythms. They can name instruments and explore music making on their own or in group. Children can dance along to music, matching learnt movements and making up their own.		