Broughton-in-Amounderness Primary School
Reception Long Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Me and My feelings	Trains, Planes and Automobiles	Healthy Me!	Beautiful World	Mysterious Monsters	Under the Sea
Possible Themes/Interests/Lines of Enquiry/Stories	Books **Augustus and his Smile** **Ruby's Worry** **Not now Bernard** Tales Goldilocks The Three Little Pigs Animations Willo' The Wisp – The Thoughts of Moog	Books **The Train Ride** **You Can't Take an Elephant on the Bus** **We're Going on a Bear Hunt** Tales The Three Billy Goats Gruff The Elves and the Shoemaker Animations Wacky Races RoadRunner Other: Bonfire Night Christmas/Father Christmas story Christmas around the world A selection of non-fiction books	Books **No Dinner!** **What's in the Witch's Kitchen?** Tales The Little Red Hen The Gingerbread Man Animations Trapdoor – Breakfast *Popeye Other: Oliver's Vegetables, Oliver's Fruit Salad, Oliver's Milkshake	Books **Owl Babies** **Puffin Peter** **Penguin** Tales Jack and the Beanstalk **Chicken Licken** Animations Mr Benn – Zookeeper *Bat Fink – The Short Circuit Case Other: Life cycles – Frog/butterfly/plant Pancake Day Easter Planting/Gardening/Spring	Books **Gruffalo** **Bog Baby** **The Hairy Toe** Tales Hansel and Gretel Animations Pink Panther – Season 1 Episode 1 *Captain Pugwash – Monster Ahoy	Books **If I were the World** **Surprising Sharks** **Pirate Pete** Tales Rapunzel Rumpelstiltskin Animations The Magic Roundabout – Bubbles Other: Seaside Hot places Rockpools Mermaids
Christian Values	Friendship Thankfulness Responsibility Love Trust Compassion Generosity Courage	Friendship Thankfulness Responsibility Love Trust Compassion Generosity Courage	Friendship Faith Courage Trust	Friendship Faith Courage Trust	Friendship Love Trust Friendship Respect Reverence	Friendship Love Trust Friendship Respect Reverence
Bible Verses	**2 Timothy 1:7** *For God gave us a spirit not of fear but of power and love and self-control.*	**Matthew 6:33** *But seek first the kingdom of God and his righteousness, and all these things will be added to you.*	**3 John 1:2** *Beloved, I pray that all may go well with you and that you may be in good health, as it goes well with your soul*	**Revelation 21:1** *Then I saw a new heaven and a new earth, for the first heaven and the first earth had passed away, and the sea was no more.*	**Proverbs 16:9** *The heart of man plans his way, but the Lord establishes his steps*	**Psalm 148:7** *Praise the Lord from the earth, you great sea creatures and all deeps,*
Hooks/Enrichments	Environmental walks Introduce Forest School Making porridge	Train driver visit Boarding pass on first day back Different country each week Fire engine visit – **BRITISH VALUE – Rule of Law**	Baking gingerbread men Making smoothies/fruit salad Food investigating/tasting Fitness instructor to lead exercise class Yoga for children	Giant's footprints Visit to local park Blackpool Zoo Planting seeds *Mothering Sunday*	Gruffalo Party Day R.E trip to Blackburn Cathedral	Blue Planet Aquarium
Role Play	Doctor's surgery Home corner – Outside Classroom	Airport Santa's grotto/post office Carwash - Outside	Cafe	Garden Centre/Explorers - Jungle	Science/Monster lab	Lifeboat/Pirate Ship
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times. **Baseline Checkpoint:** **Listening and Attention:** Can the child shift from one task to another if you fully obtain their	Ask questions to find out more and to check they understand what has been said to them. Engage in non-fiction books. **Autumn 2 Checkpoint:** **Listening and Attention:** Understand how to listen carefully and why listening is important.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep	Describe events in some detail **Spring 2 Checkpoint:** **Listening and Attention:** Learn new vocabulary. Engage in non-fiction books. **Speaking:** Use new vocabulary through the day.	Listen to and talk about stories to build familiarity and understanding. Retell the story once they have developed deep understanding of the text, some as exact repetition and some in their own words.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. **ELG:** **Listening and Attention**

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	attention, for example, by using their name? **Speaking:** Around the age of 4, is the child using sentences of four to six words Can the child use sentences have joined up with words like 'because', 'or', 'and'. Is the child using the future and past tense? Can the child answer simple 'why' questions? Sing a large repertoire of songs. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'	Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. **Speaking:** Describe events in some detail. Develop social phrases. Learn rhymes, poems and songs.	familiarity with new knowledge and vocabulary.	Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary		- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking** -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use
	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.			Use new vocabulary in different contexts	
Personal, Social and Emotional Development	**All About Me!** How do you feel today? My feelings and emotions. **Baseline Checkpoint:** **Self-Regulation:** Develop their sense of responsibility and membership of a community. **BRITISH VALUE – Rule of Law** **Managing Self:** Be increasingly independent in meeting their own care needs. Make healthy choices about food, drink, activity and toothbrushing. **Building Relationships:** Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play? Does the child take part in other pretend play with different roles? Can the child generally negotiate solutions to conflicts in their play?	**MHM - Meet Your Brain** What does your brain look like? What does it help us with? How to look after our brain. How to grow our brains. **Autumn 2 Checkpoint:** **Self-Regulation:** Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. **Managing Self:** Manage their own needs. Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: healthy eating, toothbrushing, having a good sleep routine. **Building Relationships:** Build constructive and respectful relationships.	**MHM – Celebrate** What are character strengths? Character strengths – love, kindness, bravery, honesty, teamwork and friendship, exploring and learning, love of life and our world.	**MHM – Appreciate** How can we be grateful for other people? How does being grateful make you feel? Being grateful for activities and times we feel happy about. How to be grateful for ourselves. **BRITISH VALUE – Mutual Respect** **Spring 2 Checkpoint:** **Self-Regulation:** See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. **Managing Self:** Know and talk about the different factors that support their overall health and wellbeing **Building Relationships:** Think about the perspectives of others.	**MHM - Relate** How can I be a good friend? Why is getting along with others so important? Active learning – why is listening so important? How does it feel when we don't get along with others? **BRITISH VALUE - Respect**	**MHM – Engage** What are goals? Setting goals. What are big dream goals? What can we do when goals are tricky? **BRITISH VALUE – Liberty** **ELG:** **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 focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **Managing Self** - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

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						- Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **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 to others' needs. **BRITISH VALUE - Democracy**
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.					
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene **Baseline Checkpoint:** **Gross Motor Skills:** Be increasingly independent as they get dressed and undressed. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues. **Fine Motor Skills:** Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. **Autumn 2 Checkpoint:** **Gross Motor Skills:** Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes. **Fine Motor Skills:** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. To develop small fine motor skills. To develop overall body strength.	Combine different movements with ease and fluency **Spring 2 Checkpoint:** **Gross Motor Skills:** Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. **Fine Motor Skills:** Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. **ELG:** **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.

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	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. **Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.** **Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.** **Develop overall body-strength, balance, co-ordination, and agility**					
Literacy	**Reading:** Individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to Bug Club phonic programme. **Comprehension:** To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages **Writing:** Copy their name Give meanings to the marks they make Copy taught letters Write initial sounds Segment CVC words using taught Sounds **Baseline Checkpoint:** Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.	**Reading:** Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. **Comprehension:** To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes **Writing:** Write their name Use the correct letter formation of taught letters Write words and labels using taught sounds Begin to write captions using taught sounds **Autumn 2 Checkpoint:** Read individual letters by saying the sounds for them.	**Reading:** Read some letter groups that each represent one sound and say sounds for them. Read the common exception words matched to Bug Club phonic programme. **Comprehension:** To act out stories To begin to predict what may happen in the story To suggest how a story might end **Writing:** Form lowercase letters correctly Begin to write sentences using fingers spaces Understand that sentences start with a capital letter and end with a full stop Spell words using taught sounds Spell some taught tricky words correctly	**Reading:** Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. **Comprehension:** To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading **Writing:** Form lowercase letters correctly and begin to form capital letters Write sentences using finger spaces and full stops Spell words using taught sounds Spell some taught tricky words correctly **Spring 2 Checkpoint:** Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	**Reading:** To read longer words including those with double letters To read words with s/z/ in the middle To read words with -es/z/ at the end **Comprehension:** To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books **Writing:** Form lowercase and capital letters correctly Begin to write longer words which are spelt phonetically Begin to use capital letters at the start of a sentence Use finger spaces and full stops when writing a sentence Spell some taught tricky words correctly Begin to read their work back To write the beginning of or end of a story	**Reading:** To read words with short vowels and adjacent consonants To read longer words To read compound words To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est) To read longer sentences containing Phase 4 words and Tricky Words To read books matching their phonics ability **Comprehension:** To answer questions about what they have read To know that information can be retrieved from books **Writing:** Form lowercase and capital letters correctly Copy letters using a lead in and lead out Begin to write longer words and compound words which are spelt phonetically Write sentences using a capital letter, finger spaces and full stop Spell some taught tricky words correctly Read their work back and check it makes sense To write a story **ELG:** **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 discussion about stories, non-fiction, rhymes and poems and during role-play. **Word Reading** Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing**

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						Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.
Phonics	Begin phase 2 S a t p i n m d g o c k HFW: to		Phase 2 ck e u r h b f ff ll ss HFW: the, no, go, I, into, her		Phase 3 J v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er HFW: me, be, he, my, by, she, they, we, are, you, all, was, give, live. Phase 4 Decodable words HFW: said, have, like, so, do, some, come, were, there, little, one, when, out, what.	
Mathematics	Match, sort and compare Talk about measure and patterns It's me 1, 2, 3 **Baseline Checkpoint:** **Number:** Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. **Numerical Pattern:** Say one number for each item in order: 1,2,3,4,5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks. Explore different materials freely, in order to develop their ideas about Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone Discuss routes and locations, using words	It's me 1, 2, 3 cont. Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides **Autumn 2 Checkpoint:** **Number:** Count objects, actions and sounds. Subitise. **Numerical Pattern:** Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Compare length, weight and capacity	Alive in 5 Mass and capacity Growing 6, 7, 8	Length, height and time Building 9 and 10 Explore 3D shapes **Spring 2 Checkpoint:** **Number:** Subitise. Count beyond ten. Automatically recall number bonds for numbers 0-5 and some to 10. Explore the composition of numbers to 10. **Numerical Pattern:** Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare numbers. Select, rotate and manipulate shapes to develop spatial reasoning skills.	To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping	Visualise, build and map Make connections Consolidation **ELG:** **Number:** Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **Numerical Pattern:** Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, do

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	like 'in front of' and 'behind'. Talk about and identify the patterns around them.					
R.E.	I am special Harvest: Saying thank you to God at Harvest Time F1 – Why is the word of God so important to Christians? Other faiths: Diwali/Hanukkah	Special People –what makes a person special **BRITISH VALUE - Tolerance** Christmas – How do we celebrate Jesus' birthday? F2 – Why do Christians perform Nativity plays at Christmas? Other faiths: Diwali/Hanukkah	Listening to the stories Jesus heard	Stories Jesus told – Why did Jesus tell stories? Easter F3 – Why do Christians put a cross on an Easter garden?	Friendship – What makes a good friend? **BRITISH VALUE - Respect** Special places – What makes a place special/Holy? Other faiths: Special Holy Place	Prayer – What is a prayer? Special times – How do we celebrate special times
Religious Visits	Initial visit to Church Visit from clergy	Church visit linked to Nativity	Visits from special people	Easter service	People of other faiths – Islam **BRITISH VALUE - Tolerance**	Visits to special places – Christian church/mosque
Understanding the World	Talk about the lives of people who are familiar to them. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Explore the natural world around them, making observations and drawing pictures of animals and plants. **Baseline Checkpoint:** Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary Show interest in different occupations Explore how things work	Describe what they see, hear and feel whilst outside. Understand some important processes, and changes in the natural world around them, including seasons and changing states of matter. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. **Autumn 2 Checkpoint:** Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map.	Recognise some environments that are different to the one in which they live. Understand that some places are special to members of their community.	Explore where our vegetables come from. Comment on images of familiar situations in the past. Understand some important processes, and changes in the natural world around them, including seasons. Draw information from a simple map. Fieldwork – local area, park. **Spring 2 Checkpoint:** Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways	Compare and contrast characters from stories, including figures from the past. Explore imaginary settings Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. **BRITISH VALUE - Tolerance** 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. **BRITISH VALUE - Tolerance**	Recognise some similarities and differences between life in this country and life in other countries. Recognise that people have different beliefs and celebrate special times in different ways. **BRITISH VALUE - Tolerance** **ELG:** **Past and Present** – Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. **People, Culture and Communities** - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.

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						The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
	Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.					
Expressive Arts and Design	Develop storylines in their pretend play. **Baseline Checkpoint:** **Creating with Materials:** **Being Imaginative and Expressive:** Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing Listen with increased attention to sounds	Listen attentively, move to and talk about music, expressing their feelings and responses. **Autumn 2 Checkpoint:** **Creating with Materials:** **Being Imaginative and Expressive:** Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups Watch and talk about dance and performance art, expressing their feelings and responses	Explore with colour, colour mixing, shade Explore a variety of materials, tools and techniques. To share own creations	**Spring 2 Checkpoint:** **Creating with Materials:** **Being Imaginative and Expressive:** Develop storylines in their pretend play. Watch and talk about dance and performance art, expressing their feelings and responses Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Return to and build on their previous learning, refining ideas and developing their ability to represent them Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Watch and talk about dance and performance art, expressing their feelings and responses **ELG:** **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 role playing characters in 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 to move in time with music.
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.					