

Clowne Infant and Nursery School  
Reception Long Term Plan  
Knowledge and Skills Curriculum Map  
2023-2024



*Using Development Matters as a guide, transition discussions and knowledge of our children, we have made the following plans for the coming year. This is a working document and the content remains fluid in response to the ever changing needs and interests of our children.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What makes me special?	What are those lights in the sky?	What happened Once Upon a Time?	Why is our world wonderful?	How do things change?	What makes a superhero super?
<b>General Themes</b>  <i>NB: These themes may be changed/adapted at various points to allow for children's interests</i>	Getting to know you Our body- (body parts, oral health) Feelings Family Autumn Halloween Harvest	Bonfire Night Diwali Celebrations within our experience Remembrance The Christmas Story	Winter (freezing and melting) Story telling Character descriptions Chinese New Year	Our local area Contrasting environments Animals around the world Houses and homes Simple maps Looking after our world Easter Spring	Human growth and change - how have we changed since being a baby Changes through time - ways of life, homes, transport. Lifecycles	Fictional superheroes Real life superheroes Super powers Inspirational people
<b>Key Texts</b>  <i>High quality texts chosen using 'Books for Topics' and the 'Book Trusts Recommended Reads'. Plus, a selection of 'old favourites'.</i>	<b>You Choose</b> by Pippa Goodhart and Nick Sharratt <b>The Colour Monster</b> by Anna Llenas <b>Oi Frog</b> by Kes Grey <b>Pumpkin Soup</b> by Helen Cooper	<b>Zim Zam Zoom</b> by James Carter and Nicola Colton <b>Little Robin Red Vest</b> by Jan Fearnley <b>The Jolly Christmas Postman</b> by Janet and Allan Ahlberg	<b>The Three Little Pigs</b> <b>The Gingerbread Man</b> <b>Little Red Riding Hood</b>	<b>The Extraordinary Gardener</b> by Sam Boughton <b>Handa's Surprise</b> by Eileen Browne <b>Clean Up</b> by Nathan Bryon and Dapo Adeola	<b>Peepo</b> by Janet and Allan Ahlberg <b>The Very Hungry Caterpillar</b> by Eric Carle <b>Once There Were Giants</b> by Martin Waddell	<b>Super Duper You</b> by Sophie Henn <b>Supertato</b> by Sue Hendra <b>Super Kid</b> by Claire Freedman & Sarah McIntyre
<b>Enrichment Texts</b>  <i>Carefully selected texts to be shared throughout the term during daily story time sessions. Opportunity is also given for 'child's choice'.</i>	A Handful of Buttons by Carmen Parets Luge Elmer by David McKee Never let a Diplodocus Draw by Rashmi Sirdeshpande & Diane Ewen Pattans pumpkin by Chitra Soundar	The Best Diwali Ever by Sonali Shah Peace at Last by Jill Murphy Little Glow by Katie Sahota and Harry Woodgate The Tree That's Meant to Be by Yuval Zommer	The Three Billy Goats Gruff Goldilocks and the Three Bears Once Upon a FairyTale by Natalie O'Hara The Ghanian Goldilocks by Dr Tamara Pizzoli	Welcome to our World by Moira Butterfield and Harriet Lynas Martha Maps It Out by Leigh Hodgkinson Change starts with us by Sophie Beer A place called Home: Lonely Kids Planet	The Tiger Who Came to Tea by Judith Kerr The Growing Story by Ruth Krauss and Helen Oxenbury Dogger by Shirley Hughes Each Peach Pear Plum by Janet and Allan Ahlberg Tad by Benji Davies	My First Heroes Eco Warriors Little People Big Dreams series - specifically chosen linked to children's interests.
<b>Key Songs</b>	Head, Shoulders, Knees and Toes. One Finger on Thumb Keep Moving. Counting songs to 5 Big Red Combine Harvester (Out of the Ark Music)	One, Two, Three Little Acorns (Out of the Ark Music) Songs as chosen for the Christmas performance.	It's Winter Time (Out of the Ark Music) Jack Frost (Out of the Ark Music) Socks (Out of the Ark Music)	Snowdrop (Out of the Ark Music) Spring In My Toes (Out of the Ark Music) Easter Bunny (Out of the Ark Music)	A Tiny Seed Was Sleeping (Out of the Ark Music) Dance With Your Fingers (Out of the Ark Music) Caterpillar (Out of the Ark Music)	Happy Sun High (Out of the Ark Music) Steam Train (Out of the Ark Music) Sunglasses (out of the Ark Music)

	Autumn Leaves (Out of the Ark Music) Pumpkin Head (Out of the Ark Music)					
Key Poems (The Poetry Basket)	Chop Chop Pointy Hat Falling Apples Leaves Are Falling	Five Little Pumpkins Breezy Weather Cup of Tea	Popcorn I Can Build a Snowman Let's Put on Our Mittens Carrot Nose Pancakes	A Little House Spring Wind Hungry Birdies A Little Seed Mrs Bluebird	A Little Shell Five Little Peas Under a Stone I have a Little Frog The Fox	Thunderstorm Five Little Owls If I Were So Very Small The Fox Monkey Babies

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<p><b>British Values</b></p> <p><i>British Values underpin everything we do within Reception. Although some aspects will be more evident within certain terms, we promote all values throughout the year.</i></p>	<p><b>Mutual respect and Tolerance</b>  We explore our similarities and differences - learning that we are all unique.  We share pictures and experiences from home - exploring different values and reflecting the diversity in experience.  We engage with resources, stories and activities which do not limit our experience of gender, religion, culture or race.  We respect differences between people and their beliefs in our community, in this country and all around the world.  We explore and celebrate different cultures, religions and ways of lives - valuing and respecting the opinions of others.  We show mutual tolerance of those with different faiths and beliefs and for those without faith.</p> <p><b>Democracy</b>  We learn to share with others and take turns.  We can choose where we want to play.  We vote for our daily story.  We are taught about emotions and encouraged to share how we are feeling using 'The Colour Monster' as a platform in our classroom.  We work with our friends to make choices and complete a project - the adults support us when needed.  We know where our display space is and that we can choose what to display there.</p> <p><b>Individual liberty</b>  We all have the right to have our own views.  We are all respected as individuals.  We feel safe to have a go at new activities.  We confidently vote for the class story.  We understand and celebrate the fact that everyone is different.</p> <p><b>Rule of law</b>  We all know that we have rules at school that we must follow.  We know who to talk to if we do not feel safe.  We know right from wrong.  We recognise that we are accountable for our actions.</p>					

	We must work together as a team when it is necessary.					
'Wow' moments / Enrichment	Meeting new friends Harvest Festival Visit from Reverend Bryony Visit from dentist Forest School Sessions Christmas products home-school project	Bonfire Night Remembrance Day Christmas Time/Nativity/Santa Church visit Children in Need - 18 <sup>th</sup> November Anti-Bullying Week - 13- 17 <sup>th</sup> November Forest School Sessions	Valentines day Chinese New Year - 10 <sup>th</sup> February Children's Mental Health Week - 6 <sup>th</sup> - 12 <sup>th</sup> February Safer Internet Day - 6 <sup>th</sup> February Forest School Sessions	Easter Easter Bonnet Parade Mother's Day World Book Day - 7 <sup>nd</sup> March Science Week - 8 <sup>th</sup> -17 <sup>th</sup> March Forest School Sessions	Caterpillars in school Forest School Sessions	Father's Day Visit from police and fire Sports Day Healthy Eating Week Superhero dress up day Forest School Sessions Transition into Y1
Assessment Opportunities	Reception Baseline Assessment School based baseline observations Internal moderation Independent mark making activity in assessment books WellComm Cherry Garden - SEN Learning Plan Updates	Phonics Ongoing observations Cherry Garden - SEN Cluster meetings Internal moderation	Phonics Ongoing observations Independent mark making activity in assessment books Cherry Garden - SEN WellComm Cluster meetings Learning Plan Updates	Phonics Ongoing observations Cherry Garden - SEN Internal Moderation	Phonics Ongoing observations Cherry Garden - SEN	Phonics Ongoing observations Internal moderation ELG Cherry Garden - SEN Independent mark making activity in assessment books Learning Plan Updates
Parental Involvement	Set up Class Dojo Home-school reading Family photo's Parents Evening	Class Dojo Phonics workshop Home-school reading Celebration photographs Christmas concert	Class Dojo Home-school reading Parents Evening	Class Dojo Home-school reading Easter Bonnet Parade	Class Dojo Home-school reading	Class Dojo Home-school reading Celebration Evening  Parent meetings for September Starters

## Communication and Language

### Children in Reception will be learning to:

Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • 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. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • 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 carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

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	What makes me special?	What are those lights in the sky?	What happened Once Upon a Time?	Why is our world wonderful?	How do things change?	What makes a superhero super?
Key Skills	<b>Listening, Attention and Understanding</b> Listens carefully to others 1:1 and in small groups with some guidance. Listens carefully to rhymes and songs. Engages in story time sessions – answering simple questions or making relevant comments. <b>Speaking</b> Uses some social phrases throughout the day e.g. good morning and good afternoon. Talks about themselves and others using simple sentences.	<b>Listening, Attention and Understanding</b> Listens carefully to others 1:1 and in small groups. Waits for own turn to talk and sits quietly whilst others talk. Listens and joins in with rhymes, songs and poems. Engages in story times – talking about key events and characters. Understands and answers who, where and what questions. <b>Speaking</b> Describes events and celebrations they have	<b>Listening, Attention and Understanding</b> Listens to traditional tales and joins in discussions about characters, settings and events. Joins in repeated refrains within traditional tales. Retells and adapts familiar stories using small world scenes or props to support. (RE F.5) Learns and recites rhymes, songs and poems. Understands and answers who, where, what, why and how questions.	<b>Listening, Attention and Understanding</b> Listens attentively answers questions and joins in discussion about our own experience. Engages with non-fiction texts. Learns rhymes, songs and poems. <b>Speaking</b> Asks questions to find out more. Learns and uses vocabulary related to spring, the local environment, our world and Easter.	<b>Listening, Attention and Understanding</b> Talks about why things happen and how things work. Engages with and talks about fiction and non-fiction texts. Learns rhymes, songs and poems <b>Speaking</b> Describes events in some detail joining ideas and identifying why some things might happen. Shares own thoughts and ideas using well-formed sentences. Talks about what they have heard and read.	<b>Listening, Attention and Understanding</b> Listens attentively answers questions and joins in discussion about what we have heard and know. Listens and responds to others, holding a 2-way conversation. Retells, adapts and creates stories using props in play. <b>Speaking</b> Comments and talks about what they see as we explore the season of summer. (RE F.6) Asks questions to find out more.

	Learns and uses vocabulary related to our body, drawing and the season of autumn.	been part of in short sentences. (RE F.5) Learns and uses vocabulary related to Bonfire Night, colour, shapes, Diwali and Christmas.	<b>Speaking</b> Comments and talks about what they see as we explore the season of winter. (RE F.6) Learns and uses vocabulary related to winter.	Comments and talks about what they see as the season changes to spring. Speaks in well-formed sentences by joining ideas and describing events in detail.	Makes predictions about floating and sinking. Retells and adapts stories. Learns and uses vocabulary related to life cycles, growth, change.	Learns and performs stories, songs and rhymes. Learns and uses vocabulary relating the season of summer, real life and fictional superheroes.
Key Knowledge	<b>Listening, Attention and Understanding</b> Knows that to be ready to learn on the carpet we should look at the speaker and have our own lips closed. Knows 3 nursery rhymes or action songs. <b>Speaking</b> Knows that we say good morning/afternoon when answering the register. Knows the name of different body parts, including but not limited to head, neck, body, arms, legs, hands, feet, fingers, toes and facial features. Knows some key seasonal vocabulary including autumn, leaves, conker, acorn, harvest, combine harvester and uses these words freely. Knows vocabulary linked to drawing as appropriate within Kapow scheme.	<b>Listening, Attention and Understanding</b> Knows some counting rhymes and some Christmas songs. <b>Speaking</b> Knows the names of a wide range of colours. Knows how to describe the shape of the marks that they make using the words wiggly, straight, round, cross, zig-zag, spiral, circle, curved. Knows and retells the key events of the 'first Christmas'. (RE F. 1) Knows and freely uses a range of 'Christmas' related vocabulary.	<b>Listening, Attention and Understanding</b> Knows and recalls rhymes, songs and poems. Knows the names of characters and key events within some traditional tales. Knows and retells at least one traditional tale. <b>Speaking</b> Knows and freely uses repeated refrains from traditional tales. Knows and uses vocabulary related to winter.	<b>Listening, Attention and Understanding</b> Knows and recalls rhymes, songs and poems. Knows that non-fiction books give us information and that we can use them to find things out. <b>Speaking</b> Knows and uses vocabulary related to spring, Easter and our world. Knows how to ask a question to find out more. Knows some similarities and differences between themselves and people/places around the world and talks about them confidently. Knows and uses vocabulary linked to the local environment.	<b>Listening, Attention and Understanding</b> Knows that we can use non-fiction books to research. Knows that most non-fiction books have a contents page and begins to know how to use it. <b>Speaking</b> Knows and recites a variety of rhymes, songs and poems. Knows that the past is something that has already happened. Knows and can orally sequence the life cycle of a caterpillar.	<b>Listening, Attention and Understanding</b> Knows how to engage in a back and forth conversation. Knows and recites a variety of rhymes, songs and poems <b>Speaking</b> Knows stories and retells, adapts and creates them with others in play. Knows and uses a range of topic and seasonal based vocabulary.

## Personal, Social and Emotional Development

### Children in Reception will be learning to:

See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others.

• Manage their own needs. - Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What makes me special?	What are those lights in the sky?	What happened Once Upon a Time?	Why is our world wonderful?	How do things change?	What makes a superhero super?
Key Skills	<b>Building Relationships</b> Talks about themselves and identifies their own interests, likes and dislikes. Talks about people who are special to them (family). (RE F.2) Says what makes their family and friends special to them. (RE F.2) Shares resources with others with adult guidance. Shows friendly behaviour. Plays freely alongside others. Uses good manners with some adult prompting. <b>Self-Regulation</b> Shows awareness of own feelings. Follows the school rules with some support.	<b>Building Relationships</b> Talks about their own way of life and listens respectfully as they learn about the traditions, beliefs and ways of life of others. (RE F.4) Freely shares resources with others. Uses good manners. Joins in play with other children. <b>Self-Regulation</b> Considers the feelings of others. Listens to others in play. Follows the school rules. <b>Managing Self</b> Puts on own coat, shoes and painting apron.	<b>Building Relationships</b> Joins in play with other children. Asks for help from others when needed. <b>Self-Regulation</b> Begins to modify own feelings, behaviours and emotions. Identifies some of their own feelings in the stories they hear. (RE F.1.) Waits for own turn without adult support. <b>Managing Self</b> Shows independence when accessing the play environment. Fastens own coat. Talks about safety in the home.	<b>Building Relationships</b> Identify some of the qualities of a good friend. (RE F.2) Reflect on the question 'Am I a good friend?' (RE F.2) <b>Self-Regulation</b> Shows confidence to try new activities and perseveres when challenges occur. Shares own feelings in different ways. <b>Managing Self</b> Shows independence when purposefully accessing the play environment. Crosses the road safely with an adult.	<b>Building Relationships</b> Works on joint projects. <b>Self-Regulation</b> Considers the ideas and thoughts of others. <b>Managing Self</b> Finds out about the importance of limiting screen time and how to stay safe on the internet.	<b>Building Relationships</b> Plays games with rules. <b>Self-Regulation</b> Waits their turn in games and learns that they will not always win. <b>Managing Self</b> Finds out about inspirational sports people. Finds out about healthy eating.



	<b>Managing Self</b> Uses toilet with independence and washes own hands.					
Key Knowledge	<b>Building Relationships</b> Knows that everyone is unique and that all families are different but all should be equally valued. Knows that we have to share the resources with others. Knows that we must not hurt other people. <b>Self-Regulation</b> Knows that we say please when asking for something and thankyou when someone gives us something or does something for us. Knows some of the school rules. Names the emotions happy, sad, calm, angry, loved, frightened. <b>Managing Self</b> Knows where the toilets are in school and how to wash hands effectively. Knows that we should brush our teeth twice a day.	<b>Building Relationships</b> Knows that people celebrate different things and in different ways. (RE F.4, F.3) Knows that we should ask 'can I use that after you?' if we want to use something and that if someone asks this of us, we should pass the resource on when we are finished. <b>Self-Regulation</b> Knows when to say please and thankyou and uses these words freely. Knows how our behaviour and words may make others feel. <b>Managing Self</b> Knows when and how to put on a coat or painting apron. Knows how to put shoes on the correct feet. Knows the importance of good sleep habits.	<b>Building Relationships</b> Knows who to ask for help when needed. <b>Self-Regulation</b> Knows that breathing exercises can help us to remain calm and focused. <b>Managing Self</b> Knows some of the ways in which we can keep ourselves safe in the home. Knows the importance of physical activity for our bodies.	<b>Building Relationships</b> Knows that to be a good friend we should be kind, caring, helpful and honest. <b>Self-Regulation</b> Knows that we can share our feelings through drawings, conversation or writing. <b>Managing Self</b> Knows that to cross the road safely, we should stop, look and listen and always be with an adult.	<b>Building Relationships</b> Knows how to play turn taking games with support. Knows how to collaborate with others. <b>Self-Regulation</b> Knows that when working with others we must listen to and value their ideas. <b>Managing Self</b> Knows that too much screen time is bad for our health. Knows that we shouldn't go on the internet without an adult.	<b>Building Relationships</b> Knows how to play dominoes and lotto games with others. <b>Self-Regulation</b> Knows that it is the taking part that is most important rather than the winning. <b>Managing Self</b> Identifies ways in which they stay physically active. Knows the importance of healthy food choices for our bodies.



## Physical Development

### Children in Reception will be learning to:

• 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. • 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 spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • 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. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes

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Key Skills	<b>Gross Motor Skills</b> Travels in different directions. Moves around an area in different ways. Moves on the spot in different ways. Performs a static one-leg balance. <b>Fine Motor Skills</b> Holds and loads paint onto a paintbrush. Holds a pencil with some control and uses it to draw and copy lines, shapes and letters.	<b>Gross Motor Skills</b> Jumping and landing on the spot, when moving and on small apparatus. Performs a static seated balance. <b>Fine Motor Skills</b> Draws a variety of shapes including circles, zig-zag lines, wavy lines, dashed lines, crosses. Copies letter shapes. Uses scissors to snip and cut in straight and curved lines. <b>Health and Wellbeing</b>	<b>Gross Motor Skills</b> Creates a range of static and dynamic balances. Moves around an area in different ways. Throw and catch a ball. <b>Fine Motor Skills</b> Uses a pencil to draw with increasing accuracy, representing shapes well. Forms many recognisable letters and begins to learn how to form them correctly. Uses scissors to cut shapes in paper and from other materials.	<b>Gross Motor Skills</b> Control and move a ball using their hands. Explore and create counter balance <b>Fine Motor Skills</b> Practises correct formation of lower and upper case letters. <b>Health and Wellbeing</b> Crosses the road safely with an adult.	<b>Gross Motor Skills</b> Control and move a ball using their hands. Control and move a ball using their feet. Bounce and catch a ball on the spot. Moves around an area in different ways. <b>Fine Motor Skills</b> Develops consistent handwriting. Writes on lines. <b>Health and Wellbeing</b> Finds out about the importance of limiting	<b>Gross Motor Skills</b> Control and move a ball using their hands. Control and move a ball using their feet. Follows a moving ball in different ways. Moves around an area in different ways. Moves under, over, through different obstacles. <b>Fine Motor Skills</b> Develops handwriting fluency. Controls the size of writing.

	<p>Uses a pencil to create observational drawings of faces.</p> <p><b>Health and Wellbeing</b> Brushes own teeth with adult supervision. Develops skills needed to manage the school day such as lining up.</p>	<p>Listens to stories which promote the importance of good sleep. Develops skills needed to manage the school day such as meal times.</p>	<p>Explores threading and weaving (under, over technique) with a variety of materials.</p> <p><b>Health and Wellbeing</b> Finds out about the importance of physical activity.</p>		<p>screen time and how to stay safe on the internet.</p>	<p>Uses a knife to cut soft fruits.</p> <p><b>Health and Wellbeing</b> Makes a fruit salad, cutting some fruits with independence and safety. Competently engages in a range of exercise activities to keep physically healthy.</p>
Key Knowledge	<p><b>Gross Motor Skills</b> Knows to look when changing direction. Knows how to travel fast, slow, very slow. Knows how to move in different ways. Knows to use arms to help balance - static</p> <p><b>Fine Motor Skills</b> Knows that we load paint onto the bristles of a brush. Knows that we hold a pencil near the tip and that we can nip, pick and flick to get it into the correct position.</p> <p><b>Health and Wellbeing</b> Knows that we should brush our teeth twice a day for 2 minutes.</p>	<p><b>Gross Motor Skills</b> Knows to use arms to help balance - static and dynamic Knows to bend knees when jumping and landing. Knows to use arms to help balance when jumping and landing.</p> <p><b>Fine Motor Skills</b> Knows that certain shapes represent different things including phonemes. Knows how to hold scissors to cut effectively.</p> <p><b>Health and Wellbeing</b> Knows how to transport and store scissors safely. Knows why sleep is important. Knows how to take part in meal times and eat with good manners.</p>	<p><b>Gross Motor Skills</b> Knows to use arms to help balance - static and dynamic Knows to look when changing direction. Knows how to travel fast, slow, very slow. Knows how to move in different ways. Knows how to throw an object underarm. Knows to watch the ball when catching it.</p> <p><b>Fine Motor Skills</b> Knows how to correctly form some of the letters of the alphabet - using letter rhymes to support.</p> <p><b>Health and Wellbeing</b> Knows some of the ways in which we can stay physically active.</p>	<p><b>Gross Motor Skills</b> Knows to use arms to help balance. Knows to keep the ball close when moving it with control. Knows how to roll a ball with control.</p> <p><b>Fine Motor Skills</b> Knows how to correctly form many letters of the alphabet - using letter rhymes to support.</p> <p><b>Health and Wellbeing</b> Knows that to cross the road safely, we should stop, look and listen and always be with an adult.</p>	<p><b>Gross Motor Skills</b> Knows to keep the ball close when moving it with control. Knows how to roll a ball with control. Knows how to dribble a ball with their feet. Knows to look when changing direction. Knows how to move in different ways. Knows to bounce a ball in front of their feet. Knows to watch the ball when catching it.</p> <p><b>Fine Motor Skills</b> Knows that we should write on lines and how some letters position on the line.</p> <p><b>Health and Wellbeing</b> Knows that too much screen time is bad for our health. Knows that we shouldn't go on the internet without an adult.</p>	<p><b>Gross Motor Skills</b> Knows how to travel around/on/under obstacles safely. Knows to keep the ball close when moving it with control. Knows how to roll a ball with control. Knows how to dribble a ball with their feet. Knows to look when changing direction. Knows how to move in different ways.</p> <p><b>Fine Motor Skills</b> Knows that letters should be uniform in size.</p> <p><b>Health and Wellbeing</b> Knows some healthy and unhealthy foods. Knows who Mo Farrah is and what he does.</p>

## Literacy (Twinkl Phonics)

### Children in Reception will be learning to:

Read 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 some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme.

• 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. • Re-read what they have written to check that it makes sense.

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	What makes me special?	What are those lights in the sky?	What happened Once Upon a Time?	Why is our world wonderful?	How do things change?	What makes a superhero super?
Phonics	Level 1 and 2	Level 2	Level 3	Level 3	Level 4	Level 4
Key Skills	<b>Comprehension</b> Talks with others about characters in stories. Re-tells stories making connections with personal experiences. (RE F.5) <b>Word Reading</b> Shows an awareness of rhyme- joins in with rhymes and stories. Shows an awareness of alliteration. Claps out syllables in words. Identifies own name and familiar print e.g. logo's. Reads some individual graphemes by saying the phonemes for them.	<b>Comprehension</b> Talks with others about stories and begins to retell them with some visual prompts. (RE F.1) <b>Word Reading</b> Spots or suggests rhyme. Blends phonemes to read vc and cvc words, in line with phonics teaching. Reads common exception words in line with phonics teaching. Recognises and reads groups of letters that represent one phoneme. <b>Writing</b> Writes some recognisable letters to convey meaning.	<b>Comprehension</b> Listens to traditional tales and joins in discussions about characters, settings and events. (RE F.1) Joins in repeated refrains within traditional tales. <b>Word Reading</b> Reads common exception words in line with phonics teaching. Recognises and reads groups of letters that represent one phoneme. Reads simple phrases and sentences made up of words with known letter-phoneme correspondences and,	<b>Comprehension</b> Answers questions about what they have read. Listens to and talks about what they hear in non-fiction texts and stories. <b>Word Reading</b> Recognises and reads groups of letters that represent one phoneme. Reads words of more than one syllable containing known letter-phoneme correspondences. Reads simple phrases and sentences made up of words with known letter-phoneme	<b>Comprehension</b> Re-reads books to build up confidence in word reading, fluency, understanding and enjoyment. Learns new words from books. Answers questions and talks about what they have read. <b>Word Reading</b> Reads words with adjacent consonants. Reads sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <b>Writing</b>	<b>Comprehension</b> Re-reads books to build up confidence in word reading, fluency, understanding and enjoyment. Learns new words from books. Answers questions and talks about what they have read. Talks about books they have or haven't enjoyed and explains why. <b>Word Reading</b> Reads words with adjacent consonants. Reads sentences made up of words with known letter-sound correspondences and,

	<p><b>Writing</b> Talks about the marks that they make. Writes some or all of their name. Begins to identify the first phoneme in a word.</p>	<p>Identifies the first phoneme in words. Segments vc and cvc words into phonemes and writes graphemes to match.</p>	<p>where necessary, a few exception words. <b>Writing</b> Practises correct letter formation of lower case and capital letters. Writes groups of letters that represent one phoneme. Spells words by identifying the phonemes and then writing letter/s to match. Thinks of own sentence and says it out loud - claps/counts out each word and then writes it with support.</p>	<p>correspondences and, where necessary, a few exception words. <b>Writing</b> Practises correct letter formation of lower case and capital letters. Writes groups of letters that represent one phoneme. Writes words of more than one syllable containing known letter-phoneme correspondences. Writes short sentences with finger spaces between each word.</p>	<p>Forms most lower-case and capital letters correctly. Writes sentences with finger spaces and shows some awareness of capital letters and full stops. Re-reads what they have written to check that it makes sense. Writes words with adjacent consonants.</p>	<p>where necessary, a few exception words. <b>Writing</b> Forms lower-case and capital letters correctly. Writes words with adjacent consonants. Writes sentences using capital letters and full stops. Re-reads what they have written to check that it makes sense.</p>
Key Knowledge	<p><b>Comprehension</b> Knows the characters in a familiar story. <b>Word Reading</b> Knows when words start with the same sound. Knows how to find the syllables in a word. Knows the names of the different parts of a book and that we turn the pages one at a time from front to back. <b>Writing</b> Knows the order of the letters in their name and is beginning to write them. Knows that words start with a phoneme.</p>	<p><b>Comprehension</b> Knows the characters and sequence of main events in familiar stories, including some religious stories. (RE F.1) <b>Word Reading</b> Knows that print has meaning, we read from left to right and top to bottom. Knows that words are made up of smaller phonemes. Knows how to add sound buttons to a word. Knows taught letter-sound correspondences and uses these to read. Knows how to handle books carefully and navigate the way through them from front to back.</p>	<p><b>Comprehension</b> Knows the names of characters and key events within traditional tales. Knows and retells some traditional tales. Knows and freely uses repeated refrains from traditional tales. <b>Word Reading</b> Knows some digraphs and trigraphs and uses these when reading. Knows that some words can't be decoded and reads some of these on sight - in line with phonics teaching. Knows that we must point to each word in turn as we read a sentence.</p>	<p><b>Comprehension</b> Knows that non-fiction texts give us information and can talk about some of the things they have found out. <b>Word Reading</b> Knows how to apply word reading skills to read and understand simple sentences. Knows how to read words of more than one syllable. <b>Writing</b> Knows how to correctly form many letters of the alphabet - using letter rhymes to support.</p>	<p><b>Comprehension</b> Knows newly taught vocabulary and uses it freely in play. <b>Word Reading</b> Knows how to apply taught skills to read a variety of texts with fluency and understanding. <b>Writing</b> Knows how to form most lower case and capital letters accurately. Knows how to spell common exception word in line with phonics teaching. Knows how to independently write sentences, showing awareness of capital letters, finger spaces and full stops.</p>	<p><b>Comprehension</b> Knows their own preferences when reading and talks about these with others. <b>Word Reading</b> Knows how to apply taught skills to read a variety of texts with fluency and understanding. <b>Writing</b> Knows how to form lower case and capital letters accurately. Knows how to spell taught words. Knows how to apply taught skills to write sentences and remembers capital letters, finger spaces and full stops.</p>

		<p>Knows that a list is read from top to bottom.</p> <p><b>Writing</b></p> <p>Knows that letters convey meaning and writes recognisable letters.</p> <p>Knows how to segment the sounds in words to aid writing.</p> <p>Knows taught letter-sound correspondences and writes some of these.</p> <p>Knows that a list is written from top to bottom.</p>	<p>Knows how to apply word reading skills to read simple phrases and sentences with some prompting.</p> <p><b>Writing</b></p> <p>Knows how to correctly form some lower case and capital letters.</p> <p>Knows some digraphs and trigraphs and begins to use these when writing.</p> <p>Knows that sentences are made up of individual words.</p>	<p>Knows how to write words of more than one syllable.</p> <p>Knows how to break sentences into individual words for writing.</p> <p>Knows that we need to leave a finger space between each word when writing a sentence.</p> <p>Knows to re-read what they have already written to identify the next word.</p> <p>Knows how to spell some common exception words in line with phonics teaching.</p>	<p>Knows that their written work must make sense and re-reads it to check.</p> <p>Knows the spelling rules for st, sc/sk, sp, tr, dr</p>	<p>Knows that their written work must make sense and re-reads it to check.</p>
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## Mathematics (White Rose)

### Children in Reception will be learning to:

Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • 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 length, weight and capacity.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What makes me special?	What are those lights in the sky?	What happened Once Upon a Time?	Why is our world wonderful?	How do things change?	What makes a superhero super?
Key Skills	<b>Number and Numerical Patterns</b> Identifies objects that are the same or different and talks about why. Sorts objects into groups and talks about categories. Compares size, mass and capacity. Explores pattern Compares amounts.	<b>Number and Numerical Patterns</b> Represents, compares, matches, sorts and composes with numbers 1, 2, 3, 4, 5. Begins to subitise. Recognises, names and talks about circles, squares, rectangles, pentagons and triangles. Begins to add. Understands and uses positional language. Finds 1 more or less than numbers to 5. Explores day and night.	<b>Number and Numerical Patterns</b> Represents, compares, matches, sorts and composes with numbers 5, 6, 7, 8. Subitise from 0 to 5. Compares and measures mass and capacity. Doubles numbers to 8. Adds together two groups by counting all.	<b>Number and Numerical Patterns</b> Sequences the days of the week. Explores how to measure time. Explores and measures height and length. Represents, compares, matches, sorts and composes with numbers 9, 10 Learns number bonds to 10. Orders numerals to 10. Counts backwards from 10. Finds 1 more or less than numbers to 10. Doubles numbers to 10. Subitise to 10.	<b>Number and Numerical Patterns</b> Explores 2d and 3d shape - matching and building. Copy and continue patterns. Represents, compares, matches, sorts and composes with numbers beyond 10. Solves addition and subtraction problems using counting objects. Counts and orders numbers to 20. Adds by counting on. Makes and matches arrangements with shapes.	<b>Number and Numerical Patterns</b> Represents, compares, matches, sorts and composes with numbers beyond 10. Shares quantities fairly. Identifies odd and even numbers. Solves mathematical problems. Notices patterns in number and shape. Explores maps and uses language of position.

Key Knowledge	<p><b>Number and Numerical Patterns</b></p> <p>Knows how to sort objects into groups using different categories.</p> <p>Knows that numbers can be represented using our fingers.</p> <p>Knows how to count by rote.</p> <p>Knows when there are more or fewer than or when two groups are the same.</p> <p>Knows and uses the vocabulary large/small, big/little, full, empty, heavy/light to make comparisons.</p> <p>Knows how to create a simple pattern.</p>	<p><b>Number and Numerical Patterns</b></p> <p>Knows and talks about the composition of numbers 1, 2, 3, 4, 5.</p> <p>Knows that 5 is more than 2 and 3 is fewer than 5 etc.</p> <p>Knows the names of squares, triangles, circles, rectangles and pentagons and talks about their sides and corners.</p> <p>Knows how to place an object in, on, under or next to something.</p> <p>Knows some of the things that happen in the day or at night time.</p> <p>Knows to look at a small number of objects and instantly recognise how many objects there are without needing to count.</p>	<p><b>Number and Numerical Patterns</b></p> <p>Knows the numbers 5, 6, 7, 8, recognises and talks about their composition.</p> <p>Knows when one object is heavier or lighter than another and weight ingredients.</p> <p>Knows when a container is full or empty and which container will carry 'more or less'.</p> <p>Knows that double means two of the same.</p> <p>Knows that to find the total of two groups we must count them all together.</p>	<p><b>Number and Numerical Patterns</b></p> <p>Knows when something is longer or shorter/taller or shorter than something</p> <p>Knows how to measure height and length.</p> <p>Knows that we can measure time by counting or using a stop watch.</p> <p>Knows the names of the days of the week and says them in order.</p> <p>Knows the numbers 9 and 10.</p> <p>Knows when objects do or do not show 9 or 10 and talks about how they know.</p> <p>Knows number bonds to 10.</p> <p>Knows the order of the numbers 0-10 and places them in order.</p> <p>Knows how to count from 10 to 0.</p> <p>Knows some doubling facts with numbers to 10.</p> <p>Knows that one less means the number that comes before. One more means the number that comes after.</p>	<p><b>Number and Numerical Patterns</b></p> <p>Knows that 3d shapes are solid.</p> <p>Knows that numbers or objects can be put into a sequence.</p> <p>Knows numbers beyond 10 and talks about their composition.</p> <p>Knows that when we subtract we take objects away and that the answer will be fewer than the starting number.</p> <p>Knows that we can make a square with two right angled triangles.</p> <p>Knows that we can make a rectangle with two squares.</p> <p>Knows that when adding we can put the largest number in our head and count on from it.</p>	<p><b>Number and Numerical Patterns</b></p> <p>Knows numbers beyond 10 and talks about their composition.</p> <p>Knows that when we 'share' there should be an equal amount in each group.</p> <p>Knows that a quantity that can be shared into two equal groups with none left over is an even number.</p> <p>Knows that when an object is left over when sharing a quantity into two groups it is an odd number,</p> <p>Knows which mathematical process to use when hearing a number story.</p>
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## Understanding of the World

### Children in Reception will be learning to:

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. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • 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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What makes me special?	What are those lights in the sky?	What happened Once Upon a Time?	Why is our world wonderful?	How do things change?	What makes a superhero super?
Key Skills	<b>People Culture and Communities</b> Talks about members of their immediate family and community. (RE F.2) Explores the Harvest Festival. <b>The Natural World</b> Observes and explores the arrival of autumn and describes what they see, hear and feel. (RE F.6)	<b>Past and Present</b> Comments on toys from the past. <b>People Culture and Communities</b> Explores the celebration of Diwali. (RE F.1, F.3, F.4) Explores the celebration of Bonfire Night. Explores the celebration of Christmas. (RE F.4) <b>The Natural World</b> Explores and observes autumn changes in the world around them. (RE F.6)	<b>Past and Present</b> Talks about the characters in traditional tales and makes comparisons. Explores the difference between bookmarks from Victorian times and those of today. <b>People Culture and Communities</b> Explores Chinese New Year. (RE F.4) <b>The Natural World</b> Observes and describes what they see hear and feel when outside in winter. Investigates freezing and melting. (RE F.6)	<b>People Culture and Communities</b> Compares Clowne to different environments around the UK. Draws information from simple maps. Creates own simple maps. Explores the different ways in which people live around the world through stories and non-fiction texts. Uses non-fiction texts and the internet to find out information.	<b>Past and Present</b> Comments on images of themselves as babies. Explores how people change as they age. Explores similarities and differences between homes and transport past and present. Comments on images of familiar situations in the past. <b>The Natural World</b> Observes the life cycle of a butterfly. (RE F.6) Explores what is meant by 'waterproof', 'floating' and 'sinking'. Plants seeds and supports them to grow.	<b>Past and Present</b> Identifies ways in which we have grown and changed since starting Reception. Finds out Florence Nightingale through stories and the internet. <b>People Culture and Communities</b> Finds out about real life superheroes in our community. <b>The Natural World</b> Observes and describes what they see, hear and feel when outside in summer.

				<p>Listens to the Christian story of Easter. (RE F.4)</p> <p><b>The Natural World</b></p> <p>Observes and describes what they see, hear and feel when outside in spring.</p> <p>Recycles used paper and puts littler in the bin. (RE F.6)</p>	<p>Makes predictions with various materials and carries out tests.</p> <p>Observes mini beasts and other creatures.</p>	<p>Explores the forces of push and pull with clay and playdough.</p>
Key Knowledge	<p><b>Past and Present People Culture and Communities</b></p> <p>Knows the names of family members.</p> <p>Knows the names of some class mates and teachers.</p> <p>Knows that during harvest time the farmer gathers in the crops.</p> <p>Knows that Christians thank God for nature and food from the harvest. (RE F.6)</p> <p><b>The Natural World</b></p> <p>Knows that in autumn many leaves turn red, orange, yellow or brown.</p> <p>Knows the name of conkers and acorns. (RE F.6)</p>	<p><b>Past and Present</b></p> <p>Knows that objects change over time.</p> <p><b>People Culture and Communities</b></p> <p>Knows that people celebrate for lots of different reasons e.g. birthdays, Christmas, weddings, Christenings and Easter (RE F. 4)</p> <p>Knows that Diwali is a celebration of light. (RE F.4)</p> <p>Knows the names of diva lamps and that these are used to decorate houses during Diwali.</p> <p>Knows that temples are special to Hindu's. (RE F.3)</p> <p>Knows how to stay safe on Bonfire Night.</p> <p>Knows that Christians celebrate Christmas because it is Jesus' birthday (RE F. 4)</p> <p>Knows that churches are special to Christians. (RE F. 3)</p>	<p><b>Past and Present</b></p> <p>Knows some key characters from traditional tales.</p> <p>Knows that bookmarks have changed over time.</p> <p><b>People Culture and Communities</b></p> <p>Knows how people celebrate Chinese New Year.</p> <p>Knows that the Christian Holy Book is the Bible and that it teaches Christians about God. (RE F.1)</p> <p><b>The Natural World</b></p> <p>Knows that in winter many trees are bare, we may feel cold and that we sometimes see snow, ice and frost. (RE F.6)</p> <p>Knows that we can melt ice using heat or salt.</p>	<p><b>People Culture and Communities</b></p> <p>Knows that many people in Clowne live in houses made of bricks and that there are shops, a park and a doctors surgery.</p> <p>Knows that features of an environment can be seen on a map.</p> <p>Knows that homes around the world are different.</p> <p>Knows that people travel in different ways around the world.</p> <p>Knows that we find different animals in different places around the world.</p> <p>Knows that Jesus thinks friends are important and that we should look after them. (RE F.2)</p> <p>Knows that Christians celebrate Easter because Jesus died on</p>	<p><b>Past and Present</b></p> <p>Knows 3 ways in which they have changed since being a baby.</p> <p>Knows some ways in which homes and clothes were different in the past.</p> <p>Knows that we go from baby, to child, to teenager, adult and old person as we get older.</p> <p><b>The Natural World</b></p> <p>Knows and can sequence the different stages of the butterfly life cycle.</p> <p>Knows that plants need light, sun, food and water to grow.</p> <p>Knows the names of some flowers and mini beasts. (RE F.6)</p>	<p><b>Past and Present</b></p> <p>Knows that Florence Nightingale was a nurse who looked after soldiers who were hurt in the war.</p> <p><b>People Culture and Communities</b></p> <p>Knows the ways in which the police, fire officers, nurses can help them.</p> <p><b>The Natural World</b></p> <p>Knows that in summer the temperature is warmer and we have more day light. (RE F.6)</p> <p>Knows the meaning of the words push and pull and uses them when manipulating malleable materials.</p>

		<p>Knows that Christians go to church to worship God, pray, get married and be baptised. (RE F. 3)</p> <p><b>The Natural World</b> Knows that in autumn many of the leaves turn red, orange, brown or yellow and fall to the ground. (RE F.6)</p>		<p>the cross, but came alive again. (RE F.4)</p> <p><b>The Natural World</b> Knows that we must help to look after the world - by recycling and picking up litter. (RE F.6) Knows that in spring many plants and flowers start to grow and that some trees grow blossom. (RE F.6) Knows some ways in which Clowne differs to contrasting environments around the world.</p>		
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## Expressive Art and Design

### Children in Reception will be learning to:

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. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What makes me special?	What are those lights in the sky?	What happened Once Upon a Time?	Why is our world wonderful?	How do things change?	What makes a superhero super?
Key Skills	<b>Creating with Materials</b> Uses lines and other shapes to draw themselves. Uses wax crayons and chalk to make rubbings on different textures. Explores colour using felt tips. Looks carefully at their own face to create an observational drawing. <b>Being Imaginative and Expressive</b> Acts out familiar events and experiences in their play.	<b>Creating with Materials</b> Draws a variety of shapes and lines. Explores a variety of permanent and temporary joins when junk modelling. Uses scissors to snip or cut materials in the junk modelling area. Selects colours for a purpose. <b>Being Imaginative and Expressive</b> Sings a range of seasonal and Christmas songs in tune. Explores the sounds of a variety of musical instruments.	<b>Creating with Materials</b> Designs a bookmark using paper. Uses different materials to weave and thread. Designs, makes and evaluates to create their own bookmark. <b>Being Imaginative and Expressive</b> Develops their own storylines in pretend play based around traditional tales. Plays shakers, claves and bells. Uses instruments to enhance story telling.	<b>Creating with Materials</b> Explores paint and colour mixing using fingers. Collect materials and objects from nature to create painting tools. Uses paint to record an emotional response to music. Use natural resources to create landscape collage. Work collaboratively to create a group painting. Shares and talks about own work with others. <b>Being Imaginative and Expressive</b>	<b>Creating with Materials</b> Cuts and joins media and materials using different techniques. Selects media and materials with a purpose to create a junk model boat. <b>Being Imaginative and Expressive</b> Moves in response to music to show feelings. Explores and engages in music making and dance solo and in groups.	<b>Creating with Materials</b> Shares and talks about own work with others and identifies particular preferences. Combines a range of different media and materials to express our thoughts and ideas. Manipulates dough and clay to create animal sculptures. Find and arrange natural found objects to create 3D landscape art. <b>Being Imaginative and Expressive</b> Performs dance, music and stories to groups of other children.

				Creates art work in response to music.		Watches and talks about dance and performance art of others.
Key Knowledge	<p><b>Creating with Materials</b> Knows that we can represent a person by using different shapes for different body parts. Knows the names for a wide range of colours and names them as they use them. Knows that lines can be curved or straight and described in simple terms such as: wiggly, 'straight', 'round'</p> <p><b>Being Imaginative and Expressive</b> Knows how to use available resources to support story telling.</p>	<p><b>Creating with Materials</b> Knows where the junk modelling area is and how to use it. Knows that we can use a variety of materials to create joins such as glue, tape and split pins. Knows that there are different shades of the same colours and uses the words light and dark to describe them.</p> <p><b>Being Imaginative and Expressive</b> Knows a range of songs and is able to sing these in tune to perform with others. Knows that different instruments are played in different ways - some are struck and some are shaken. Knows that different instruments make different sounds.</p>	<p><b>Creating with Materials</b> Knows that a design is a way of planning our idea before we start. Knows that threading is putting one material through an object.</p> <p><b>Being Imaginative and Expressive</b> Knows key events in some traditional tales and retells and adapts these in play. Knows how to play the claves, bells and shakers. Knows that we can play instruments loud, quiet, fast or slow.</p>	<p><b>Creating with Materials</b> Knows that colours can be mixed to create a new colour. Knows that we can use many tools, including parts of our body to paint.</p> <p><b>Being Imaginative and Expressive</b> Knows that music can affect our mood and feelings and that people respond differently to different pieces of music.</p>	<p><b>Creating with Materials</b> Knows that some materials are waterproof and some are not. Knows how to join materials for a purpose.</p> <p><b>Being Imaginative and Expressive</b> Knows that music can affect our mood and feelings and that people respond differently to different pieces of music.</p>	<p><b>Creating with Materials</b> Knows that modelling materials can be shaped using hands or tools.</p> <p><b>Being Imaginative and Expressive</b> Knows that we should be respectful of the performances of others.</p>

