
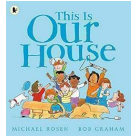
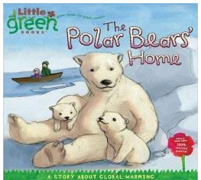
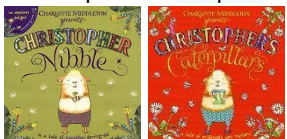
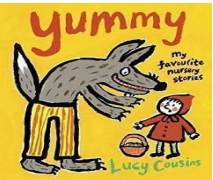
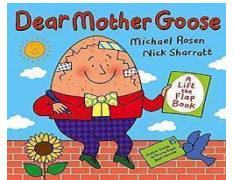


Reception Curriculum Overview 2023-2024 (Long Term Plan)

Autumn Term		Spring Term		Summer Term	
Global Theme: Identity and Diversity Focus: Our Community and World Cultures		Global Theme: Sustainable Development Focus: Endangered Animals		Global Theme: Peace and Conflict Focus: Overcoming Prejudice	
Autumn 1 <i>All About Me</i>	Autumn 2 <i>Our Class Community & Celebrations</i>	Spring 1 <i>Climate Change and Animal Habitats</i>	Spring 2 <i>Minibeast Conservation</i>	Summer 1 <i>Sharing with Others</i>	Summer 2 <i>Problem Solving</i>
Core texts: All Are Welcome It's Okay to be Different 	Core text: Lunch at 10 Pomegranate Street This is Our House 	Core text: The Polar Bear's Home 	Core text: Christopher Nibble / Christopher's Caterpillars 	Core text: Yummy 	Core text: Dear Mother Goose 
Curriculum Overview: Children will settle into new routines and begin forming relationships with peers and adults while recognising what makes them unique.	Curriculum Overview: Children will develop their expectations for themselves and others as members of a community. Children will celebrate themselves as individuals and as members of a collective.	Curriculum Overview: Children will learn about animals and their habitats and explore different options and possibilities for change in the future, e.g. environmental factors vs. human impact	Curriculum Overview: Children will learn about the important part that minibeasts have in their ecosystem. Children will learn about living things in their local environment and their role as preservationists.	Curriculum Overview: Through traditional tales children will explore the concept of social justice, specifically what is fair and unfair. They will look at building up their storytelling skills and explore how to care for others and what sharing looks like. Children will apply this learning to develop strategies for effective conflict resolution.	Curriculum Overview: The children will continue their learning around conflict resolution as they use Mother Goose's letters to inspire their own letter writing and problem solving skills. They will look at what it means to 'care' for others, and build on their conflict resolution from last half term by writing their own solutions.
Diversity, Community & Global Project Outcome: Create a video for parents of children sharing why they believe they are special. Gallery – showcasing families, celebrating how families might look different.	Diversity, Community & Global Project Outcome: Children to create their family tree using photos that parents have sent in. Children will explain who is in their family.	Diversity, Community & Global Project Outcome: WWF fundraising – adopt a polar bear for each class. Children will come to school dressed as a polar bear for donation to WWF.	Diversity, Community & Global Project Outcome: Children to build a bug hotel in our forest school.	Diversity, Community & Global Project Outcome: Set up a buddy system between Reception and Year 1 with an emphasis on sharing.	Diversity, Community & Global Project Outcome: Children will create a 'Guide to Reception' for the pre-school children which will include ideas on how to solve conflict.
Writing outcomes: The children will begin to write simple CVC words. They will be supported to write simple captions about themselves "I am..." "I can..."	Writing outcomes: The children will begin to write captions and very simple sentences independently. They will use their phonics skills to write a recipe book to share with their parents.	Writing outcomes: Information posters – how can we help polar bears Fact Files about polar animals Comparing UK to Arctic Children will develop their sentence writing skills.	Writing outcomes: Instructions on how to care for animals / minibeasts. Lifecycle of minibeasts Instructions – how to build a bug hotel Comparing past and present (MITNE week)	Writing outcomes: Story maps Sandwich instructions Innovate traditional tales Experiment write up Planning and Evaluation of creations Letters, cards etc. to the Queen	Writing outcomes: Reception 'Self-Help Book' - Letters with problems and solutions to common problems faced in reception (to pass along to future pupils)

SPINE BOOKS

Our spine books have been chosen either because of the structure of the language e.g. rhyme, repeating refrains etc. or because of the message they give children. See our book spine rationale for full details.







KEY EVENTS

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<ul style="list-style-type: none"> ● Black History Month ● Harvest Festival ● Halloween 	<ul style="list-style-type: none"> ● Diwali ● Bonfire Night ● Anti-bullying week ● Remembrance Day ● World Nursery Rhyme Day ● Children in Need ● Christmas 	<ul style="list-style-type: none"> ● New Year ● Chinese New Year ● Safer Internet Day ● Children's Mental Health Week ● Valentine's Day 	<ul style="list-style-type: none"> ● Fairtrade Fortnight ● Shrove Tues/Lent ● World Book Day ● Holi Festival ● Mother's Day ● Earth Day ● Easter ● Made in the NE week 	<ul style="list-style-type: none"> ● Ramadan / Eid al Fitr ● VE Day 	<ul style="list-style-type: none"> ● Father's Day ● Eid al adha



VISITS / VISITORS

<ul style="list-style-type: none"> School environment 	<ul style="list-style-type: none"> Tyne theatre panto visit Santa Claus Christmas party 	<ul style="list-style-type: none"> Chinese New Year (cooking) 	<ul style="list-style-type: none"> Visits to: <ul style="list-style-type: none"> Scotswood Gardens- Minibeast workshop Farm – Made in the North East Week 	<ul style="list-style-type: none"> Ramadan and Eid 	<ul style="list-style-type: none"> Visit pre-school to share experience of Reception. Transition visits to Year 1 Campfire cooking in forest school End of year celebration
--	--	--	--	---	---

PRIME AREAS OF LEARNING

		<u>COMMUNICATION AND LANGUAGE</u>					
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2		
<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class and smaller groups. Follow 1 step instructions. Understand 'why' questions. Use sentences with 4-6 words. Use talk to organise play. Role play in familiar contexts. 	<ul style="list-style-type: none"> Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases. 	<ul style="list-style-type: none"> Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events. Begin to describe events in some detail. 	<ul style="list-style-type: none"> Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. 	<ul style="list-style-type: none"> Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why and where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason. 	<ul style="list-style-type: none"> Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate ideas. 		
		<u>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT</u>					
<ul style="list-style-type: none"> Welcome distractions when upset. Increasingly follow 	<ul style="list-style-type: none"> Beginning to express their feelings and to consider the 	<ul style="list-style-type: none"> Show pride in achievements. Understand 	<ul style="list-style-type: none"> Can make choices and communicate what they need. 	<ul style="list-style-type: none"> Beginning to know that children think and respond in different 	<ul style="list-style-type: none"> Able to identify and moderate own feelings. See themselves as a 		

<ul style="list-style-type: none"> rules. Know own likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships. 	<p>perspectives of others.</p> <ul style="list-style-type: none"> Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships. 	<p>behavioural expectations of the setting.</p> <ul style="list-style-type: none"> Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities & experiences. 	<ul style="list-style-type: none"> Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. 	<p>ways to them.</p> <ul style="list-style-type: none"> Can talk about their own abilities positively. Confident to try new activities. Show resilience and perseverance. 	<p>unique and valued individual.</p> <ul style="list-style-type: none"> Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.
---	--	--	---	--	---

		<u>PHYSICAL DEVELOPMENT</u>					
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2		
<ul style="list-style-type: none"> Develop the skills needed to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Demonstrate spatial awareness. Control fundamental movement skills (e.g. stopping and starting on command, walking and running safely) Begin to hold a pencil comfortably and use effectively. Use a range of small tools, including scissors, paintbrushes and cutlery Begin to identify the impact of physical activity on our bodies Revise and refine the fundamental movement skills already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. 		<ul style="list-style-type: none"> Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Copy and perform basic movements Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Form letters that can be read and recognised by others. Show accuracy and care when drawing and copying. Use scissors with more precision – cut along straight lines and begin to cut curved lines. 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. 		<ul style="list-style-type: none"> 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 confidence and resilience Describe the differences in the way their body works and feels when playing different games Compete fairly showing good sportsmanship Develop the foundations of a handwriting style which is fast, accurate and efficient. Form letters correctly. Use an effective, tripod pencil grip. Cut out a range of shapes. Draw pictures that are recognisable and colour within lines. 			
<p><u>Fine Motor Skills 1</u></p> <p>This unit looks to build on children's gross motor skills and combines locomotion skills with fine motor activities.</p> <p><u>Invasion Games Skills 1</u></p> <p>In this unit children learn how to send and</p>	<p><u>Locomotion</u></p> <p>One of the 3 key Fundamental movement skill areas, locomotion 1 introduces children to moving in different ways whilst learning about their own space and negotiating space with others</p>	<p><u>Personal Challenges</u></p> <p><u>Gymnastics</u></p> <p>Rocking and rolling</p>	<p><u>Multi-Skills though stories</u></p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><u>Fundamental Movement skills 1</u></p> <p>In this unit children work on developing their fine motor skills.</p> <p><u>Locomotion 2</u></p> <p>Locomotion 2 builds on those ways of travelling from locomotion 1 and looks at linking movements and involves apparatus like</p>	<p><u>Athletics & Fitness</u></p> <p>Children learn some techniques for running, how to run in a lane; dip at the finish and transfer a baton. They learn how to jump from a short run and how to throw for accuracy and power</p> <p><u>Net and Wall Game Skills 1</u></p>		

receive and how to bounce, dribble dodge and evade.				a skipping rope.	Net and wall game skills 1 introduces children to net/wall games and the skills involved in games they will play at a later date such as volleyball, short tennis and dodgeball.
---	--	--	--	------------------	--

SPECIFIC AREAS OF LEARNING

	Literacy	
---	-----------------	---

Word Reading

We follow the Read Write Inc phonics programme.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>This half term the children will learn the following in their phonics sessions: Set 1 sounds.</p> <ul style="list-style-type: none"> • To identify words that rhyme and begin to predict rhyming words. • To identify set 1 sounds promoting Grapheme Phoneme correspondences- m,a,s,t,d,i,n,p,g,o,c,k,u, b,f,l,e,h,r,j,v,y,w,z,x • To orally blend and segment CVC words, e.g. “b-a-t”, “bat”. Using fred fingers and fred talk to support this. • To hear and identify the initial sound in a word. • To hear the final sound in a CVC word. • Hear the middle sound in a CVC word (medial sound). • 	<p>This half term the children will learn the following in their phonics sessions:</p> <ul style="list-style-type: none"> • To orally blend and segment CVC words, e.g. “b-a-t”, “bat”. Using fred fingers and fred talk to support this. Children will learn to do this using Fred in your head. • To identify digraphs- two letters one sound- sh,th,ch,qu,nk,ng • Using GPCs taught, begin to independently blend to read simple CVC words. • Children will begin reading Ditty sheets, stories without pictures. They will have a range of CVC words in them. • To begin to identify red words, l, the, no, my. 	<p>This half term the children will learn the following in their phonics sessions:</p> <ul style="list-style-type: none"> • Read short red ditty book stories. Answer questions linked to the stories. • To be able to Fred in your head when reading CVC words. • To use Red words consistently in stories, l, the, no, my, your, you, put. 	<p>This half term the children will learn the following in their phonics sessions: Set 2 sounds.</p> <ul style="list-style-type: none"> • To understand a digraph is two letters one sound. • To begin to say and read, set 2 sounds: ay,ee,igh, ow, oo, oo, ar, or, air, ir, ou, oy. • To read longer green books. • To review all of set 1 sounds and red words to ensure they can be read by sight. 	<p>This term the children will not learn any new GPCs and will review and consolidate their learning of set 1 and 2 sounds, as well as progressing with their reading in groups that match their ability.</p> <ul style="list-style-type: none"> • To be able to Fred in your head at speed. • To be able to read red words by sight. • To begin to read Purple story books which will focus on set 2 sounds. The purple story books are longer texts encouraging children to be able to read more words on a page. • To know the set 2 sounds ay,ee,igh, ow, oo, oo, ar, or, air, ir, ou, oy, and be able to read words with those sounds in them. 	

--	--	--	--	--

Comprehension

As well as our whole class daily story time and sharing of spine books and class books, the children will take part in daily reading groups as soon as they can blend and are able to read the Ditty sheets. Read Write Inc reading sessions encourage children to decode and have a focus on comprehension link to the 'Questions to talk about' section.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Children will:</p> <ul style="list-style-type: none"> ● Listen and enjoy sharing a range of books. ● Hold a book correctly, handle with care. ● Know that a book has a title, beginning and an end and can hold the book the right way up and turn some pages appropriately. ● Know that text in English is read top to bottom and left to right. ● Know the difference between text and illustrations. ● Enjoy joining in with rhyme, songs and poems. ● Explain in simple terms what is happening in a picture in a familiar story. ● Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. ● Sequence a story/recount using visual prompts. ● Talk about key features of favourite stories including the character and setting ● Answer simple questions about a story which has just been read. ● Retell familiar stories. 		<p>Children will:</p> <ul style="list-style-type: none"> ● Know that the role of the author is to write the words in the book and the illustrator creates the images. ● Apply new vocabulary from books to first hand situations. ● Play is influenced by familiar stories. ● Know the difference between fiction and non-fiction books. ● Recall and apply information from non-fiction books to real life situations. ● Make links between familiar stories. ● Answer questions about a story including characters or/and events. ● Read and talk about what they have just read. ● Make a prediction about what happens next and begin to justify thinking. ● Give a simple opinion of a familiar story when prompted. ● Retell stories in the correct sequence, draw on language patterns of stories. ● With prompting, show understanding of many common words and phrases in a story that is read aloud to them. 		<p>Children will:</p> <ul style="list-style-type: none"> ● Follow a story without pictures or prompts. ● Know that books include different elements such as a cover, contents page, blurb, etc. ● Share ideas and feelings about a story from their own point of view. ● Share ideas and feelings about a story from the point of view of a character. ● Answers why and how questions about a book. ● Know the difference between different types of texts (fiction, nonfiction, poetry) ● Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. ● Innovate a familiar story. ● Recall the main points in text in the correct sequence, using own words and include new vocabulary. ● When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. ● With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. 	

Writing

<p>Children will:</p> <ul style="list-style-type: none"> ● Hear and say the initial sound in words. ● Orally segment simple words. ● Write own name using a capital letter. ● Link all single letter graphemes to their phoneme. ● Write initial sounds in words. ● Write final sounds in words ● Write CVC words using GPCs taught to date. ● Begin to write short simple captions with support. 	<p>Children will:</p> <ul style="list-style-type: none"> ● Spell words by identifying the sounds and then writing graphemes that correspond. ● Apply digraphs taught to date in their writing. ● Write short phonetically plausible captions and sentences. ● Begin to use capital letters and full stops when writing captions and sentences. 	<p>Children will:</p> <ul style="list-style-type: none"> ● Use GPCs taught to date in writing including digraphs and trigraphs. ● Spell words by identifying sounds in them and representing the sounds with a letter or letters. ● Independently write simple phrases and sentences that can be read by themselves and others. ● Spell words phonetically correct in their writing, using their phonic knowledge.
--	---	---



Mathematics



AUTUMN TERM

SPRING TERM

SUMMER TERM

In Reception we follow the NCETM (National Centre for Excellence in the Teaching of Mathematics) The children will engage with daily maths lessons and within continuous provision / directed activities the children will practise:

Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.

Pupils will:

- Identify when a set can be subitised and when counting is needed
- subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- Spot smaller numbers 'hiding' inside larger numbers.
- Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers.
- Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number
- Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching begin to develop the language of 'whole' when talking about objects which have parts

Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

Pupils will:

- Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- Begin to identify missing parts for numbers within 5
- Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- Focus on equal and unequal groups when comparing numbers
- Understand that two equal groups can be called a 'double' and connect this to finger patterns
- Sort odd and even numbers according to their 'shape'
- Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- Order numbers and play track games
- Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

Pupils will:

- Continue to develop their counting skills, counting large sets as well as counting actions and sounds
- Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- Compare quantities and numbers, including sets of objects which have different attributes
- Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- Begin to generalise about 'one more than' and 'one less than' numbers within 10
- Continue to identify when sets can be subitised and when counting is necessary
- Develop conceptual subitising skills including when using a rekenrek

Ongoing throughout the year:

- Link the number symbol with its cardinal number value.
 - Count beyond ten.
 - Compare numbers
- Understand the 'one more/one less than' relationship between consecutive numbers.
 - Compare length, weight, and capacity.
- 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.



Understanding the World



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

Past and Present

- Talk about members of their immediate family and the relationship to them.
- Name and describe people who are familiar to them.

- Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.
- Find out about key historical events and why and how we celebrate today -Remembrance Day, Christmas Day, Guy Fawkes
- Ask questions, use different sources to find answers including books.
- Comment on images of familiar situations in the past.

- Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week).
- Find out about key historical events and why and how we celebrate today –St Valentine.

- Find out about key historical events and why and how we celebrate today –Easter
- Made in the North East week – farming and its importance to the local area. Changes to farming over time.

- Talk about key roles people have in society both in the present and past. The Royal Family / Prime Minister etc.
- Sequence images to create timeline of their lives so far.

- Order experiences in relation to themselves and others, including stories.
- Comment on images of familiar situations in the past.
- Describe features of objects, people, and places at different times and make comparisons. Talk about what is the same and different. (Pirates / Dinosaurs)
- Look at their year in Reception through use of 'black book'

People, Culture and Communities

- Talk about and describe features of their own family, talk about families in other countries across the world.
- Talk about the features of their immediate environment with visual representations e.g., classroom maps,

- 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.

- Look closely at and make comparisons between this country and the lives of people in other countries within the world (Antarctica, Diwali, and Chinese New Year).
- Recognise some environments that are different to the one in which they live e.g., Antarctica.

- Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.
- Create own maps using grid paper and symbols (x marks the spot treasure maps)
- Recognise, know, and describe features of different places.

The Natural World

Children will Explore the natural world around them by taking part in weekly visits to forest school, They will comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. They will also describe what they see, hear, and feel outside.

- Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., forest school and village.

- Animals and know how to care for an animal/pets
- Lifecycles of animals / minibeasts
- Importance of minibeasts – sustainable development
- Effects of climate change

- Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.



Expressive Arts and Design



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

Creating with Materials

Children will:

- Experiment with different materials
- Mix colours and describe how they change.
- Interpret an object through drawing
- Express their feelings through drawing e.g. happy or sad
- Make choices when experimenting with a range of painting equipment
- Use objects to build with a design in mind
- Cut and tear paper and card for their collages
- Begin to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Make models of their own choosing.
- Explore making, with different equipment including new ways of joining (e.g. split pins, staples, tags, string)

- Draw controlled lines and use the skill to make different shapes.
- Paint controlled lines and use the skill to make different shapes.
- Use different tools through printing to create marks
- Use their senses to make observations about the different types of textiles
- Experiment using different tools in an application
- Explain the process that they have used.
- Talk about what they want to make
- Think of some ideas of their own.
- Explain what they are making.
- Use tools safely.
- Share their creations, explaining the process they have used,

- Manipulate fabric to achieve desired effect? (e.g. weaving, costume making, paper making)
- Weave a pattern
- Build layers of materials to create an image with support
- Say what they liked about their artwork or what they did well
- Describe what they can see and like in the work of another artist/craft maker/designer.
- features of objects
- Plan how best to approach a task
- Select appropriate resources and tools
- Explain which tools they are using and why
- Use tools to manipulate materials
- Identify success and next steps
- Change their strategy as needed
- Use tools effectively and safely

Being Imaginative and Expressive

- Perform familiar songs and chants / innovate to create own songs.
- Perform songs and rhymes with others
- Learn songs to perform by heart
- Children clap short rhythmic patterns.
- Experiment with creating sounds with different instruments
- Develop storylines for pretend play.

- Move in time with the music
- Make a range of sounds with their voice
- Make a range of sounds with instruments
- Sing in a group or on their own, increasingly matching the pitch and melody.
- Perform to peers.

- Sing a range of well-known nursery rhymes and songs;
- Begin to sequence sounds to create a rhythm or beat
- Say if they like or dislike a piece of music
- Begin to describe the sounds? (e.g. loud, soft, high, low, fast, slow).
- Begin to express how music makes them feel.
- Develop own narrative and perform to peers using props and puppets.