

Reception Curriculum Map 2023 – 2024

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Outline of the Learning Journey	New beginnings and ourselves	Seasons and Celebrations	Journeys	Life-Cycles And Spring	Growing and Farming	People and Places
Key Texts	Goldilocks and The Three Bears The Three Little Pigs The Colour Monster by Anna Llenas The Colour Monster Goes to School by Anna Llenas	The Little Red Hen The Gingerbread man	The Bus Is for Us by Michael Rosen and Gillian Tyler We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury	<ul style="list-style-type: none"> • The Very Hungry Caterpillar by Eric Carle • The Tadpole's Promise by Jeanne Willis and Tony Ross 	<ul style="list-style-type: none"> • The Runaway Pea by Kjartan Poskitt and Alex Willmore • Bee by Patricia Hegarty and Britta Teckentrup 	<ul style="list-style-type: none"> • Martha Maps It Out by Leigh Hodgkinson • Handa's Surprise by Eileen Browne • My Hair by Hannah Lee and Allen Fatimaharan
Additional Artefacts	<ul style="list-style-type: none"> • Ranger Hamza • Jo Jo and Gran Gran • Nursery rhymes 	Nursery rhymes	Maps	Non-fiction text books about animals		
Key Curriculum Drivers	<ul style="list-style-type: none"> • Getting to know the children • All about me • Rules and Routines • Ourselves • My family • Spheres of influence • Black History 	<ul style="list-style-type: none"> • Changes in the Autumn and then Winter, • Harvest • Diwali, Hanukkah, Christmas • Other people's Feelings 	<ul style="list-style-type: none"> • Journeys, transport • Shorter and longer journeys (around the world) • Chinese New Year • Setting goals 	<ul style="list-style-type: none"> • Lifecycles • New life • Growing and changing • Easter • Eid • Passover 	<ul style="list-style-type: none"> • Where Food Comes From • Food in Shops • Growing Food • Farm animals • Looking after animals • World Earth Day 	<ul style="list-style-type: none"> • Special Places • Special People • Friendships • Similarities and Differences • What Makes a Place Special? • Transitions
Significant People	Ranger Hamza					
Visits/ Visitors	<ul style="list-style-type: none"> • Walk around the school and the school grounds • Going to post box to send a letter of apology to the bears from Goldilocks, 	<ul style="list-style-type: none"> • Walk to Big Wood • Visit the Free Church for Christmas • Diwali dance workshop 	<ul style="list-style-type: none"> • Spirit of the wild • Walk around the Local Area to explore transport • Parent who works in transport to give a talk 	<ul style="list-style-type: none"> • Visit the Junior School pond 	Walk to Supermarket Trip to Aldenham Park Mercury Tennis Club	<ul style="list-style-type: none"> • Walk around Temple Fortune and Garden Suburb to explore local area

Areas of Learning

Communication + Language

Speaking Listening and Understanding

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.

<p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>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 of conjunctions, with modelling and support from their teacher.</p>						
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speaking Listening and Understanding	<p>To listen to and follow basic classroom instructions</p> <p>To understand why listening is important</p> <p>To be able to follow instructions/directions</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p>	<p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p>	<p>To learn songs and rhymes for the performance</p> <p>To retell a story</p> <p>To follow a story without pictures of props</p>	<p>To use talk to help to work out problems and organise thinking and activities</p> <p>To understand questions beginning with who, what, where, when, why and how</p>	<p>To have conversations with adults and peers with back and forth interactions</p>
Speaking:	<p>To talk in front of a small group</p> <p>To talk to their teacher and other supporting adults</p> <p>To learn new vocabulary linked to the topic</p>	<p>To answer questions in front of a whole class, maintaining attention for longer</p> <p>To use new vocabulary throughout their learning and play</p>	<p>To develop confidence when talking to other adults they know in school</p> <p>To talk in sentences using a conjunction e.g. and or because</p>	<p>To use new vocabulary in a range of contexts</p> <p>To engage in non-fiction books</p>	<p>To engage in non-fiction books</p> <p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify their thinking, ideas, feelings and events</p>	<p>To talk to a range of adults around the school</p> <p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p>
Personal, Social and Emotional						
<p>Early Learning Goal: 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.</p> <p>Early Learning Goal: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 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.</p> <p>Early Learning Goal: 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.</p>						
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Learning Goal: Self - Regulation	<p>To recognise different emotions</p> <p>To understand how people, show emotions</p>	<p>To talk about how they are feeling; comfortable, uncomfortable</p>	<p>To maintain their focus during longer whole class input sessions</p>	<p>To manage their feelings</p> <p>To continue to consider the needs and feelings of others</p>	<p>To continue to learn how to manage and control their emotions using a range of techniques</p>	<p>To be able to maintain their focus during extended whole class teaching sessions and independent learning activities</p>

	<p>To focus during short whole class activities</p> <p>To follow one-step instructions</p> <p>To talk about what makes them special</p>	<p>To consider how others are feeling and how their behaviour affects them</p> <p>To change their behaviour to a range of situations</p>	<p>To follow an instruction which involves more than one step</p>		<p>To talk about the problem and their feelings</p>	
Early Learning Goal: Managing Self	<p>To independently be able to:</p> <ul style="list-style-type: none"> - Use the toilet - Wash hands - Put coat on - Change shoes into wellington boots <p>To explore the Reception environment</p> <p>To begin to understand the rules of a classroom</p>	<p>To have the confidence to try new activities</p> <p>To develop the ability to follow the rules of the classroom</p> <p>To begin to understand the learning values</p> <p>To identify and name healthy foods</p> <p>To understand the importance of healthy food choices</p>	<p>To begin to show resilience and perseverance when faced with a challenge</p> <p>To independently manage to fasten a zipper on a coat</p> <p>To independently manage to fasten buttons</p>	<p>To show resilience and perseverance in the face of challenge</p> <p>To manage their social behaviour when performing for adults</p>	<p>To learn the importance of respecting animals and other people (during visit to the farm).</p> <p>To learn to be safe around animals</p> <p>To show a good level of independence in their ability to manage their own basic needs</p> <p>To independently put their uniform on including managing to fasten zippers, buttons and buckles with minimal support</p>	<p>To identify and name healthy foods</p> <p>To understand the importance of healthy food choices</p> <p>To learn about being resilient when facing change and moving on to a different year group</p>
Early Learning Goal: Building Relationships	<p>To seek support from adults when needed</p> <p>To gain confidence to speak to others in their class and to adults</p> <p>To play with children who are playing with the same activity</p>	<p>To identify adults who are 'safe adults', who they can speak to if they are feeling uncomfortable</p> <p>To begin to develop friendships</p> <p>To begin to develop positive relationships with Reception staff</p>	<p>To begin to work as a group with support from adults</p> <p>To take turns during group work and when playing games together</p> <p>To learn to understand that their actions can affect other people</p>	<p>To listen to the ideas of others</p> <p>To find solutions to disagreements, with support from adults</p>	<p>To develop relationships with other adults around the school – to support transition</p> <p>To communicate with a range of people within school</p>	<p>To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play</p> <p>To have developed strong friendships</p>

Physical Development

Early Learning Goal: 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.

Early Learning Goal: 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, paintbrushes and cutlery.

Begin to show accuracy and care when drawing

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Gross Motor Skills</p> <p>Get Set 4 PE</p>	<p>Introduction to PE (unit 1): Children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning the basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.</p> <p>Fundamentals (unit 1) Children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p>	<p>Fundamentals (Unit 2): Develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop the skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They will work independently and with a partner to complete tasks.</p> <p>Introduction to P.E (unit 2): Children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules</p>	<p>Dance (unit 1): Develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p> <p>Gymnastics (unit 1): Develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p>	<p>Ball Skills (unit 1): Develop their ball skills through the topic of 'mini-beasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.</p> <p>Dance (unit 2): Develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.</p> <p>Skipathon</p>	<p>Gymnastics (unit 2): Develop their basic gymnastic skills. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p> <p>Games (unit 1): Develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p> <p>Physical Activity Morning</p>	<p>Games: (unit 2): Practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.</p> <p>Ball Skills (unit 2): Develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.</p>
<p>Fine Motor Skills</p>	<p>To use a dominant hand</p> <p>To mark make using shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To thread large beads</p> <p>To hold scissors correctly and make snips in paper</p> <p>To use tweezers to transfer objects</p>	<p>To begin to hold a knife and fork correctly</p> <p>To begin to use anticlockwise movements and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight or zig zagged line</p> <p>To use a tripod grip when mark making. To write taught letters using correct letter formation</p>	<p>To continue to use a tripod grip for mark making</p> <p>To thread with small beads</p> <p>To write taught letters using correct letter formation</p>	<p>To hold scissors safely and correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of the letters formed</p>	<p>To hold scissors safely and correctly and cut out various materials</p> <p>To paint using thinner brushes</p> <p>To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line</p>	<p>To create detail in drawings, using a range of tools accurately</p> <p>To cut out shapes, materials and resources with skill and accuracy</p> <p>To use a knife and fork independently for all appropriate meals</p>

	To make points in playdough by pinching					
Literacy						
<p>Early Learning Goal: 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 discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Early Learning Goal: 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.</p> <p>Early Learning Goal: Writing 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.</p>						
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	To use pictures to tell stories To listen to stories and engage in story time To independently look at a book, holding it the correct way and turning pages carefully	To role play and act out stories they have heard To begin to understand the sequence of a story, identifying the beginning, middle and end	To sequence familiar stories To join in with repeated phrases and actions in stories To begin to answer questions about stories read to them To enjoy an increasing range of books, which may include fiction, nonfiction, poems and rhyme	To begin to predict what might happen next in a story To know information can be retrieved from books To use a book to find the answer to a given question	To begin to answer questions about what they have read To use vocabulary that is influenced by their experience of books	To answer questions about what they have read To suggest what might happen at the end of a story To retell a story, they have heard To follow a story without pictures of props To identify and talk about the characters in books they are enjoying listening to or reading
Word Reading	To recognise their written name To identify the initial sound in words To begin to orally blend sounds in short words e.g. cat, dog	To blend sounds to read words using taught sounds To begin reading captions and sentences using taught sounds To read books matched to their phonics ability	To read captions and sentences using taught sounds	To begin to read longer captions and sentences using taught sounds	To begin to read longer captions and sentences using taught sounds and longer words	To fully embed their knowledge of phase 2 and phase 3 phonics, and the application of these into reading and writing To continue with phase 4 phonics and phase 4 common exception words
Little Wandle Phonics	Autumn 1 Phase 2 graphemes	Autumn 2 Phase 2 graphemes	Spring 1 Phase 3 graphemes	Spring 2 Phase 3 graphemes	Summer 1 Phase 4 graphemes	Summer 2 Phase 4 graphemes
Writing	To copy letter shapes which are familiar to them e.g. from their name To give meaning to the marks they make as they write	To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds	To form lower case letters correctly, from the correct starting point To begin to write sentences using finger spaces	To begin to form capital letters correctly To understand that sentences start with a capital letter and end with a full stop	To form lower and capital letters correctly To begin to write longer words which are spelt phonetically	To form lower and capital letters correctly To write sentences using a capital letter, finger spaces and a full stop

	To copy taught shapes and letters	To begin to write for different purposes	To spell words using taught sounds, including special friends	To write sentences using finger spaces and full stops To spell words using taught sounds, including special friends	To begin to use a capital letter at the start of a sentence To begin to read their written work back and check for meaning	To continue to read their written work back and check for meaning
	To write the initial sounds in words	To begin to write captions using taught sounds	To spell some tricky words correctly			

Mathematics

Early Learning Goal: Number

Have a deep understanding of numbers to 10, including the composition of each number.

Subsidise (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.

Early Learning Goal: Numerical Patterns

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, double facts and how quantities can be distributed equally.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
White Rose	<p>Getting to know you x3 weeks</p> <p>Just like me - Matching, sorting, comparing, size, amounts, height, length, what will fit inside? repeating patterns, printing patterns, autumn walk patterns</p>	<p>It's me 1,2,3, Representing, sorting, matching, comparing, composition of 1 2 3. Circles and triangles, shape hunt</p> <p>Light and Dark Representing, sorting, matching, comparing, composition of 4 5 6. one more and one less, squares and rectangles. sequencing, day and night</p>	<p>Alive in 5 One less, composition and comparing 5, equal and unequal groups, heavier and lighter, full and empty, measuring capacity, measuring ingredients</p> <p>Growing 6 7 8 Representing, sorting, matching, comparing, composition of 6 7 8. one more and less, making pairs, combining 2 groups, comparing height, length, days of the week, measuring height, time</p>	<p>Building 9 and 10 Representing, sorting, matching, comparing, composition of 9 and 10 ordering numerals to 10, counting back from 10, making 10</p> <p>printing, building and matching 3D shapes, patterning.</p> <p>Consolidation</p>	<p>To 20 and Beyond Number patterns to 20, ordering numerals to 20, ten frame fill beyond 20, estimating, missing numbers, shapes, tangrams</p> <p>First, Then, Now Adding and taking away one, adding and taking away 2, adding and taking away more. making new shapes with triangles and squares and tangrams, making pattern blocks</p>	<p>Find my Pattern Doubling, sharing, grouping, even and odd</p> <p>On the Move Problem solving, Cuisenaire rods, patterns, making maps and designing mazes</p>

Understanding the World

Early Learning Goal: 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.

Early Learning Goal: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

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.

Early Learning Goal: 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.

Computing– There are no early learning goals that directly relate to computing objectives, it is still expected that children will be introduced to appropriate technology and use it within their provision.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Past and Present	To be able to identify how they have changed from when they were a baby	To talk about the lives of the people around us To know about the past through settings, characters and events encountered in books read in class and storytelling	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (compare journeys from two books)	To know about the past through settings, characters and events encountered in books read in class and storytelling (growing and change)	To know about the past through settings, characters and events encountered in books read in class and storytelling (growing food and farming)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class To know about the past through settings, characters and events encountered in books read in class and storytelling
People, Culture and Communities	To be able to talk about their own lives – my family, my school, my world To recognise similarities and differences between themselves and their peers To know the name of the town where they live	To know about people who help us within the local community To identify different celebrations and how people celebrate To talk about how Diwali is celebrated. To know the Christmas and Hanukkah story and how it is celebrated	To talk about Chinese New Year To know about people who help us within the local community To talk about places that we come from and places that we have travelled to, referring to information, maps and globes To learn the names of roads around the school and the local high street	To know that Christians celebrate Easter	To know that simple symbols are used to identify features on a map To know and talk about places that are special to them	To know how we can look after each other
The Natural World	To describe what they can see, hear, smell and feel when they are outside To know features of their own immediate environment (classroom, playground, dining hall) To begin to identify and recognise the features of Autumn	To describe what they can see, hear, smell and feel when they are outside To know features of their own immediate environment (Big Wood walk) To continue to identify and recognise the features of Autumn To know and compare habitats	To identify and recognise the features of Winter	To identify and recognise the features of Spring To observe the changes that happen in Spring To know how we look after the natural environment and living things To begin to explore lifecycles	To talk about a simple map and draw information on it To know and compare habitats (farm and woodland)	To talk about a simple map and draw information from it To identify and recognise the features of Summer To know there are many countries around the world. To know about some habitats of the world – forests, rainforests, jungles, deserts and oceans
Computing	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons	To learn about e-safety To draw pictures of the IWB and be able to select colours	To use the iPad to take pictures To draw pictures using the IWB and be able to select colours and change pen size	To use the IWB, changing games and programmes	To explore how the Bee-bots/code a pillars work	To give reasons why we need to stay safe online

Expressive Arts

Early Learning Goal: 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.

Early Learning Goal: 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.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials	<p>Drawing Bears</p> <p>To begin to draw circles and ovals that are closed and begin to join different shapes e.g. drawing a bear /pig</p> <p>To begin to fill a drawn space with a colour using chalk pastels</p> <p>To begin to use different art media e.g. paint, chalk pastels, oil pastels, charcoal, graphite sticks etc.</p> <p>Painting/Collage Creating faces from natural/recycled materials/3D work</p> <p>To handle and manipulate a wide range of collage materials, sorting and selecting according to colour, shape, texture, size.</p> <p>To explore paint colours with fingers/ thick and thin brushes</p> <p>To begin to assemble and join materials to make a model</p> <p>3D</p> <p>To make models with a purpose</p> <p>To use cooking techniques</p>	<p>Imaginative Drawing</p> <p>To explore making a variety of marks with different drawing tools</p> <p>3D Work/Painting Clay lamps</p> <p>To handle and explore a range of malleable/materials that can be joined to make a form</p> <p>To explore clay by rolling, pushing and pulling to form a clay pot</p> <p>To decorate a clay pot with paint</p> <p>3D</p> <p>To make models with a purpose</p> <p>To use cooking techniques</p> <p>To fold and join card to make a 3D product</p>	<p>Mark making through Drawing</p> <p>To begin to make marks that can be repeated to form a pattern, using a journey around school as a starting point</p> <p>To use imagination to draw things they would pack in their suitcase for a journey</p> <p>3D</p> <p>To explore different techniques for joining materials</p> <p>To use cooking techniques</p>	<p>Drawing Objects</p> <p>To practise drawing straight sided and curved 2D shapes and joining them together to create a picture</p> <p>Painting</p> <p>To begin to explore mixing primary colours and filling a space</p> <p>To make paintings from observations of seasonal flowering plants</p> <p>3D</p> <p>To explore different techniques for joining materials</p> <p>To use cooking techniques</p>	<p>Drawing Animals</p> <p>To continue to draw shapes that are closed and join different shapes e.g. drawing a horse/duck/sheep</p> <p>To fill a drawn space with a colour using chalk pastels</p> <p>Collage</p> <p>Torn paper animals</p> <p>To experiment with tearing paper into simple shapes</p> <p>To explore arranging + overlapping chosen collage pieces</p> <p>3D</p> <p>To use cooking techniques (fruit salad and lemonade)</p>	<p>Painting</p> <p>To begin to mix secondary colours: orange, green and purple</p> <p>To make different marks and patterns in paint</p> <p>To know how to wash and dry a paintbrush</p> <p>3D</p> <p>To fold and join card to make a 3D product</p>
Being Imaginative and Expressive - Music	<p>Games to get to Know each other</p> <ul style="list-style-type: none"> ● Basic posture with relaxed shoulders, singing mouth and sound projection ● Singing in unison ● Free exploration of pitch and rhythm ● High and low ● Sing nursery rhymes 	<p>Fireworks soundscapes & Fairy-tales</p> <ul style="list-style-type: none"> ● Basic posture ● Dynamic contrast ● Explore combinations of different percussion instruments ● Explore combinations of sounds ● Nursery rhymes 	<p>Water music</p> <ul style="list-style-type: none"> ● Explore combinations of different percussion instruments ● Explore combinations of sounds ● Dynamic contrast ● Composing soundscapes 	<p>Reception Show</p> <ul style="list-style-type: none"> ● Basic posture with relaxed shoulders, singing mouth and sound projection ● Singing in unison ● Perform to an audience 	<p>Composing animal music & Noah's ark</p> <ul style="list-style-type: none"> ● Explore combinations of different percussion instruments ● Explore combinations of sounds ● Composing soundscapes 	<p>Beat & Rhythm</p> <ul style="list-style-type: none"> ● Beat (moving in in time to music) ● Simple rhythmic patterns aurally (identify / repeat) ● Keep a steady beat on percussion instruments