

St. Edmund Campion Catholic Primary School
Long Term Planning
Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/key question	All about me Under the Sea Halloween	Fireworks and Diwali Autumn to Winter Christmas	People Who Help Us Lunar New Year Stewardship	St. Patrick's Day Spring and weather Easter	Castles Life Cycles & Minibeasts	Investigating Nature Growth and Change Healthy Lifestyles
Impact of theme	Getting to know individual children and their uniqueness. Children to make relationships with peers and adults and to be confident in the setting.	Children develop an understanding of sparkler and bonfire safety. Children begin to recognise the seasonal changes in their local environment.	Children are able to recognise those who can help them. Children learn about different cultural celebrations and communities. Children learn the importance of a sustainable environment.	Children learn about nature, different landscapes. To understand the changes in weather and how they can affect the changes of state of water.	Children begin to understand the passage of time and changes that take place. Children experience how living things grow and learn to appreciate and care for the world around us.	Gives the children the knowledge to live healthy, happy lives. To prepare for changes that take part as we transition into Year 1.
Core Texts <i>Subject to change</i>	<ul style="list-style-type: none"> - Super Duper You - Rainbow Fish - Amazing - The Day Fin Flooded the World - Gustavo the Shy Ghost 	<ul style="list-style-type: none"> - Garland of Lights - Little Glow - Hello Autumn - Tree - The Christmas Story - Mince Spies 	<ul style="list-style-type: none"> - The Girl at the Front of the Class - Doctorsaurus - I'm a Bin Lorry Driver - The Great race - Lunar New Year - Clean Up 	<ul style="list-style-type: none"> - Sun - Rain - The Secret Life of Leprechauns - First Atlas - Pick a Perfect Eggs - Hats of Faith 	<ul style="list-style-type: none"> - Tad - Jack and the Beanstalk - Omar, the bees and Me - George and the Dragon - The Knight Who Wouldn't Fight 	<ul style="list-style-type: none"> - Nature Trail - George the Sun Safe Superstar - Titch - The Couch Potato - Which food will you choose?
Family/community engagement	<ul style="list-style-type: none"> - Nativity Performance - Phonics and Maths workshops 		<ul style="list-style-type: none"> - Invite parents in to talk about their jobs - photos for reading display 		<ul style="list-style-type: none"> - Display of photos of children as babies - Families joining children at end of day to release butterflies - Reception Class Assemblies 	

					- Sports Day	
Core Skills and Experiences	<ul style="list-style-type: none"> - Talk about feelings in self and others. - Recognise things that they are good at. 	<ul style="list-style-type: none"> - To take part in a group performance - To visit a place of worship (Church). 	<ul style="list-style-type: none"> - Take part in a community project - To take part in show and tell 	<ul style="list-style-type: none"> - To take part in Ash Wednesday Mass - To take part in show and tell 	<ul style="list-style-type: none"> - Chicks/butterflies - Planting a seed, caring for it and watching it grow - To care for an animal - To take part in show and tell 	<ul style="list-style-type: none"> - To visit Braywick Nature Reserve - To perform in front of their parts - To take part in Sports day - To take part in show and tell
Core Songs, rhymes and poems	<p>Heads shoulders knees and toes Finger Family song Wind the bobbin up Twinkle twinkle Nativity songs Pantosaurus</p>		<p>Continent Song Boundaries Song Rain, rain go away Row, Row, Row your boat 5 Little Men in a Flying Saucer Incy Wincy Spider Who put the colours in the rainbow?</p>		<p>Sun Safe Super Star 5 little speckled frogs There's a little caterpillar on a leaf Baa baa black sheep 5 little ducks Old MacDonald Hush a bye baby</p>	
WR Maths Units	<p>Getting to know you Match, sort and compare Talk about measure and patterns It's me, 1, 2, 3 Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides</p>		<p>Alive in 5 Mass and Capacity Growing 6 7 8 Length, height and time Building 9 and 10 Explore 3D shapes</p>		<p>To 20 and beyond How many now Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections</p>	

Progression of Communication and Language

Listening, Attention and Understanding	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	To understand how to listen carefully	To begin to understand how and why questions	To ask questions to find out more	To retell a story	To understand questions such as who, what, where,	To have conversations with adults and peers with back	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class

	To understand why listening is important To be able to follow directions	To respond to instructions with more than one step	To begin to understand humour To understand a range of complex sentence structure	To follow a story without pictures or props	when, why and how	and forth exchanges	discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.
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Speaking	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	To talk in front of a small group To talk to class teacher and Tas To learn new vocabulary	To answer questions in front of whole class To use new vocabulary throughout the day	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because	To share their work to the class- standing up at the front To use new vocabulary in different contexts	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses	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.

Progression of Personal, Social and Emotional Development

Self Regulation	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	To recognise their different emotions	To talk about how they are feeling To begin to consider the feelings of others	To focus during longer whole class lessons To follow two step instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions using a range of techniques, supported by an adult	To maintain focus during extended whole class teaching	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards

	<p>To understand how people show emotions.</p> <p>To focus during short whole class activities</p> <p>To follow one step instructions</p>	To adapt behaviour to a range of situations			To set a target and reflect on progress throughout	<p>To follow instructions of three steps or more</p> <p>To control their emotions using a range of techniques</p>	<p>simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed 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>
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Managing Self	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	<p>To put socks and shoes on independently</p> <p>To be able to put on their coats with little or no support</p> <p>To explore different areas within the Year R environment</p> <p>To use the toilet independently</p>	<p>To develop class rules and understand the need to have rules</p> <p>To have confidence to try new activities</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practise doing buttons</p> <p>To practise doing up buckles</p>	<p>To be independent when dressing and undressing for activities such as P.E and Forest Fridays</p>	<p>To manage own basic needs independently</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p>	<p>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>

Building Relationships	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	<p>To seek support of new adults when needed</p> <p>To gain to speak to peers and adults</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop new friendships</p> <p>To have positive relationships with all Year R staff</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>	<p>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>

Progression of Physical Development

Gross Motor Skills	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	<p>Real Pe Foundations Coordination- Ball skills (Clown)</p> <p>To maintain control of the ball.</p> <p>To move the ball in both directions.</p> <p>To move the ball smoothly and fluently.</p> <p>To keep my tummy tight and weight through the bottom.</p>	<p>Real Pe Foundations Coordination- Sending and receiving. (Juggling)</p> <p>To send with good accuracy and weight.</p> <p>To get into a good position to receive.</p> <p>To collect the ball safely.</p> <p>To use backswing and follow through when sending.</p>	<p>Real Pe Foundations Static Balance- One leg balance (Pirates)</p> <p>To balance with standing foot still.</p> <p>To balance with non-standing foot off the floor.</p> <p>To balance with minimum wobble.</p>	<p>Real Pe Foundations Agility- Ball chasing (Squirrel)</p> <p>To stop and start quickly.</p> <p>To arrive in the correct position to take up the ball (timing).</p> <p>To collect the ball with balance and control</p>	<p>Real Pe Foundations Coordination- Footwork (Bike)</p> <p>To move with good control.</p> <p>To move with good balance.</p> <p>To move smoothly.</p>	<p>Real Pe Foundations Static balance Seated balance</p> <p>To balance with hands/ feet for 10 seconds.</p> <p>To balance with minimum wobble.</p> <p>To maintain balance without strain.</p> <p>To keep my head up and still.</p>	<p>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.</p>

	To use my fingers to move the ball.	To adopt a good ready position (weight on balls of feet, wide base).	To keep my head up and still. To keep my tummy tight	To take up a good ready position and push off hard.	To keep my head up.	To keep my tummy tight.	
	To focus on moving the ball smoothly rather than on speed.	To keep my eyes focussed on the ball.	To Keep my back straight.	To roll the ball at different speeds to get the right challenge. To keep my head steady and watch the ball.	To bend my knees to help balance. To work off the balls of my feet.	To keep my back straight.	

	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Fine Motor Skills	To use a dominant hand To mark make using different shapes To use a tripod grip when using mark making tools To hold scissors correctly	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zig zagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters	To hold scissors correctly and cut out small shapes To paint using thinner paint brushes	To hold scissors correctly and cut various materials To create drawings with details To independently use a knife, fork and spoon to eat a range of meals	Hold a pencil effectively in preparations 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.




		<p>To write taught letters using correct formation</p> <p>To use a knife and fork independently and cut food</p>					
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Progression of Literacy

Comprehension	Reception			Early Learning Goal
	Autumn	Spring	Summer	
	<p>To ask questions about stories</p> <p>To sequence familiar stories.</p> <p>To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes.</p> <p>Identify favourite books and seeks them out, to share with an adult, with another child, or to look at alone</p>	<p>Answer questions about a text that has been read to them</p> <p>Begin to predict what might happen next in a story</p> <p>Seeks familiar texts of stories to re-read in the book area. Requests favourite stories and poems for example during 'Vote for a story.'</p> <p>To act out stories</p> <p>To follow a story without pictures or props</p> <p>To talk about characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experience of books</p> <p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>	<p>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, non-fiction, rhymes and poems and during role play.</p>

Word Reading	Reception			Early Learning Goal
	Autumn	Spring	Summer	
	<p>To Spot rhymes in familiar stories and poems</p> <p>To Identify initial, middle and end sounds</p> <p>To Recognise words with the same initial sound</p> <p>Begin to read individual letters by saying the sounds for them</p> <p>Begin to orally blend sounds into words, so that they can read short words made up of known letter– sound correspondences</p>	<p>To identify how many sounds are in a word</p> <p>To supply words with the same initial sound for Phase 2 single sounds</p> <p>To recognise all taught Phase 2 sounds including some Phase 3 digraphs</p> <p>To Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>To read longer words</p> <p>To read compound words</p> <p>To read longer sentences.</p>	<p>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>

	Begin to read CVC words containing known letter-sound correspondences	<p>To Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</p> <p>Some children may read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words</p>		
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Writing This is supported by HeidiSong’s Chart of Developmental Progression of a Child’s Writing.	Reception			
	Autumn	Spring	Summer	Early Learning Goal
	<p>To write their name</p> <p>To give meanings to the marks they make</p> <p>To write initial sounds</p>  <p>To begin to write CVC words using taught sounds</p> 	<p>To use the correct letter formation of taught letters</p> <p>To form lowercase letters correctly</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p>  <p>To begin to write sentences using fingers spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell some taught tricky words correctly</p>	<p>To form lowercase and capital letters correctly</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense</p>	<p>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>

Progression of Maths

Reception

Counting	Comparison	Cardinality	Composition	Shape, Space & measure	Patterns
<p>To count numbers up to 10 using one-to-one correspondence</p> <p>To represent the numbers 6–10 on a ten frame</p> <p>To start to recognise that they can count on using a ten frame, understanding that a full row is 5 count 6–10 objects out from a larger group</p> <p>To count forwards and backwards between 1 and 10 confidently</p> <p>To use a 1–10 number track to count on or count back</p> <p>To add or take away numbers using a first, then, now story structure explain how they know what number to start on, how many jumps to make on the number line and how to identify the answer</p> <p>To start to find the difference between groups by counting on or counting back</p> <p>To confidently count forwards and backwards to 20</p> <p>To accurately count an irregular set of up to 20 objects or resources identify To find one more and one less than a given number to 20</p>	<p>To sort up to 5 objects into two groups</p> <p>To describe how they have sorted the objects</p> <p>To know that there is often more than one way to sort a collection understand that a collection can be sorted into more than two groups</p> <p>To identify if a group has more or fewer objects: they can line up objects to check which group has more or fewer; they can say if groups are equal; given an amount, they can show more or fewer with support</p> <p>To compare two groups of non-identical objects and match them in order to find out which group has more, fewer or the same</p> <p>To use the words more and fewer to compare groups of up to 10 items</p>	<p>To understand that numbers can be shown in different representations To recognise the numerals 1, 2, 3, 4 and 5</p> <p>To match groups of objects to the correct numeral</p>	<p>To use the language of wholes and parts use physical differences and number bonds to 5 to split a whole into two parts.</p> <p>To confidently use the vocabulary of part and whole accurately</p> <p>To identify two parts and their combined whole</p> <p>To add two parts to make a whole up to 10</p> <p>To use a part-whole model to show two parts and the whole, in various orientations</p> <p>To accurately identify pairs of numbers with a total of 10 use a ten frame and a part-whole model</p> <p>To represent bonds to 10 understand that if 8 and 2, for example, make 10, then so must 2 and 8</p>	<p>To order three familiar events from their day discuss what is happening in each picture</p> <p>To use the language related to time: before, after, next, then, later</p> <p>To describe the length, height, weight and capacity of objects using everyday language</p> <p>To understand the difference between length or height, weight and capacity</p> <p>To use non-standard units to measure and compare length or height, weight and capacity</p> <p>To solve problems involving length or height, weight and capacity</p> <p>To use positional and directional language to follow and give instructions</p> <p>To build, describe and sort common 3D shapes (sphere, cylinder, cone, cube, cuboid) match 3D shapes to their 2D prints and name each of these regular 2D shapes</p>	<p>To recognise and describe patterns, for example, yellow, blue, yellow, blue, yellow, blue or big, small, big, small, big, small</p> <p>To continue patterns and make their own patterns</p> <p>To translate or copy patterns from one form to another; such as from a colour pattern into an action, sound or shape pattern</p> <p>To use concrete manipulatives to double and halve numbers</p> <p>To show why a number is odd or even</p> <p>To identify doubles to double 5</p> <p>To explain that even numbers can be shared into two equal groups and odd numbers cannot halve even numbers to 10 by sharing into two equal groups</p>

Progression of Understanding The World

Past and Present	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	<p>To know about my own life-story</p> <p>To know how I have changed</p> <p>To talk about the lives of the people around us</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p> <p>To know that the emergency services exist and what they do</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>To know about figures from the past</p>	<p>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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	

Peoples, Culture and Communities	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know about features of the immediate environment.</p>	<p>To talk about how people, celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated</p>	<p>To talk about Lunar new Year</p>	<p>To know that Christians celebrate Easter</p> <p>To know that people around the world have different religions</p>	<p>To understand similarities and differences between countries and their environments</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>	

	<p>To know that there are many countries around the world.</p>					
<p>RE</p>	<p>Creation: This unit is designed to nurture an understanding of the world around. It introduces children to God as creator of all that they see around them and the idea of giving thanks. It helps the children understand that they, their talents and gifts are God-given. It helps them understand that we have special signs to show we give God praise and that we can find out about God from the Bible.</p>	<p>Catholic Social Teaching: The focus for this unit is an introduction to the Church's teaching on social justice. Catholic Social Teaching calls us to work for the common good, help build a just society, uphold the dignity of human life and work and work for</p>	<p>Christmas: This unit builds on work done in Advent. It provides an opportunity for the children to explore the Christmas story and become familiar with the people involved, the location and the response to the Birth of Jesus. There are opportunities to articulate and visualise the first</p>	<p>Lent: This unit introduces Lent as a time when we get ready for Easter and introduces, through the example and teaching of Jesus, different ways of getting ready. Children should be enabled to explore and visualise the stories. Holy Week: This unit should enable pupils to listen</p>	<p>Easter: This unit should enable children to discuss and respond to the story of the resurrection. It should draw out the excitement and joy of the Easter season by reflecting on the emotions of those discovering the empty tomb. Easter is the most important and joyous of seasons. The tasks and discussions should reflect that.</p>	<p>Sacraments: This unit introduces children to the idea of God's presence at all times in their lives. It allows them to become more familiar with special occasions in their own lives, the lives of others and the life of the Church. With plenty of discussion it will prepare pupils for</p>

		<p>justice and the dignity of all our brothers and sisters, especially those in greatest need.</p> <p>Advent: This unit is designed to introduce reception children to the idea of special times and seasons in the life of the Church, in particular the season of Advent, as well as learning that Sunday is a special day and that Advent is a special time, when we get ready for the Birth of Jesus. They will consider</p>	<p>Christmas. All the activities should involve lots of discussion and role-play</p> <p>Revelation: This unit is introducing the role of the Church in getting to know God. The pupils should be given as many opportunities to role-play, talk in pairs, in groups and to different adults. They need to use visual prompts as much as possible, as well as articulate the words in the stories and role-play what a priest does. The feeding of the five thousand is a story they</p>	<p>and interact with stories about the events which led up to Easter. The pupils will need lots of dialogue and opportunities to sequence the events of Holy Week.</p> <p>Other Faiths: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p>Pentecost and Mission: This unit enables pupils to listen to and act out the story of Pentecost. Opportunities are provided to explore the role of a disciple of Jesus. Pentecost is shown as being about the Father, Son and Spirit.</p>	<p>future years work on sacraments. Pupils will have the opportunity to use the words associated with sacraments and explore the meanings, appropriate to their age.</p> <p>Other Faith: Understand that some places are special to members of their community.</p>	
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		ways in which they can get ready. The children will start to become aware that we have signs to remind us that this is a special time. The signs in this unit include candles and Advent wreaths and the colour purple.	consider in more detail in years 1 and 2, but they should be able to discuss why Jesus is special and start to suggest what this tells us about God.				
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The Natural World	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
		<p>To ask questions about the natural environment</p> <p>To respect and care for the natural environments</p>	<p>To know about and recognise the signs of Autumn</p> <p>To know about features of the world and Earth</p> <p>To name different materials and their properties</p>	<p>To know about and recognise the signs of Winter</p> <p>To understand pollution and how we can look after the environment</p>	<p>To know some important processes and changes in the natural world including states of matter</p> <p>To know about features of my own immediate environment and how they</p>	<p>To learn about lifecycles of plants and animals</p> <p>To know about different habitats</p> <p>To learn about lifecycles of plants and animals (caterpillars to butterflies, hatching chicks)</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To harvest grown fruit and vegetables</p>

				might vary from another			
				To know about and recognise the signs of Spring			To know the different between herbivores and carnivores

Progression of Expressive Arts and Design

	Reception						Early Learning Goal
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Creating with Materials	<p>To create simple representations of people and objects</p> <p>To role play using given costumes and props</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p>	<p>To use colours for purpose</p> <p>To share creations</p> <p>To explore different techniques for joining materials (masking tape, gluesticks and PVA glue)</p> <p>Structures: Junk modelling Exploring various junk modelling ideas by learning about different types of permanent and</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p>	<p>To share creations and talk about the process</p> <p>To make props and costumes for different role play scenarios</p> <p>Textiles: Bookmark Developing and practising threading and weaving techniques using various materials and objects. Looking at the history of the</p>	<p>To know which primary colours you mix together to make secondary colours</p> <p>To plan what they are going to make (construction, junk modelling)</p> <p>Sculpture and 3D: Creation station Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques;</p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process</p>	<p>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.</p>

	<p>Drawing: Marvellous marks Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p>	<p>temporary joins. Encouragement to tinker with a combination of materials and joining techniques in the junk modelling area.</p>	<p>Painting and mixed media: Paint my world Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.</p>	<p>bookmark from Victorian times versus modern-day styles. Applying knowledge and skills to design and sew their own bookmarks.</p>	<p>designing and making clay animal sculptures.</p>	<p>and evaluate their work To adapt work where necessary Cooking and Nutrition: Soup Exploring the differences between fruits and vegetables using senses (taste, texture, smell etc.). Listening to the story 'The Best Pumpkin Soup' and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.</p>	
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Being Imaginative and Expressive	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	<p>To sing and perform nursery rhymes</p> <p>To experiment with different instruments and their sounds</p>	<p>To perform songs in the Nativity</p> <p>To begin to build up a repertoire of songs</p>	<p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p>	<p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p>	<p>To join in with whole school awards assembly</p> <p>To move in time to music</p> <p>To learn dance routines</p>	<p>To listen to poems and create their own</p> <p>To create own compositions using tuned instruments</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>

	<p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p> <p>Celebration Music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p>	<p>To use costumes and resources to act out narratives</p>	<p>To join in with whole school singing assemblies</p> <p>Exploring Sound Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.</p>	<p>Music and Movement Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	<p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>Musical Stories A unit based on traditional children's' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</p>	<p>To invent their own narratives, making costumes and resources</p> <p>Big Band Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p>	
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