Cams Lane Primary School

Our Reception Curriculum - Our Learning through the Year

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential Themes/Interests	**New Beginnings, Big Feelings**	**Sparks, Stories, and Celebrations**	**To Infinity and the Poles!**	**Once Upon a Time…**	**The Great Big Living World**	**Deep Blue Depths and Giant Leaps**
	Starting school All about me My class People Who Help Us Relationships Emotions Seasons: Autumn	Halloween Diwali Bonfire night Christmas Light and Dark Colour Seasons: Autumn/Winter	Polar regions Hot and Cold Climates Contrasting environments Space Chinese New Year Seasons: Winter	Traditional Tales Journeys Homes Castles Easter Seasons: Spring	New Life – Plants & Animals Life cycles Growing Healthy eating Seasons: Spring/Summer	Underwater worlds Seaside Holidays Transitions Graduation Emotions Seasons: Summer
Possible Celebrations/ Experiences	Starting School National Dot Day Black History Month Autumn Harvest Halloween	Diwali Bonfire Night Children in Need Remembrance Day Advent Christmas Christmas Nativity	Valentine's Day Lunar New Year/Chinese New Year NSPCC Numbers Day Safer Internet Day	World Book Day Comic Relief Mother's Day Pancake Day Easter Ramadan Eid	Eid Ul Fitr St George's Day School trip Farm/Zoo	Father's Day Sports Day Moving Up/Transitions to Year 1 Graduation
Suggested Texts						

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	British Values					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Democracy *Making Decisions Together*	Children understand that they can choose which area to play in during continuous provision. They learn to express a preference.		Children participate in formal, visual voting. They begin to accept if their choice doesn't win.		Children can negotiate in a group during play without an adult. They understand the concept of fairness and that the majority vote wins.	
The Rule of Law *Understanding Boundaries*	Children learn the "school rules" (e.g., kind hands, walking feet) and co-create classroom rules. They need heavy adult prompting to follow routines and tidying up.		Children have a visual timetable to provide a predictable, secure framework for the day. Children understand *why* rules exist (e.g., "We don't run inside because we might fall"). They begin to remind their peers of the rules.		Children apply rules consistently across different contexts (e.g., on school trips, PE lessons, playground games). They can help create rules for a specific game they invented.	
Individual Liberty *Freedom for All*	Children build the confidence to leave their primary caregiver, explore the classroom environment, and choose their own resources.		Children talk about what they are good at and what they like. They feel safe to say "no" to a peer if they do not want to share a toy right away, managing their own boundaries.		Children show a strong sense of self. They take pride in their work, articulate their feelings, and confidently tackle new challenges or take calculated risks in outdoor play.	
Mutual Respect & Tolerance *Treating*	Children learn to play alongside others (parallel play) and begin the basics of sharing and turn-taking with a visual timer.		Children actively listen to their friends during carpet time. They notice similarities and differences between themselves and others and speak about them with respect.		Children show empathy. If a friend is sad, they will offer comfort. They demonstrate tolerance by understanding that people have different beliefs, tastes, and cultures, and they value those differences.	

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<table>
<tr><td>Possible Assessment Opportunities</td><td colspan="6">In summer, visits are arranged to nursery settings (childminders, home visits etc.) for a handover and initial meeting/observations
From September: in the moment observations
Statutory Reception Baseline Assessment (RBA)
WellComm
NELI
SALT
Little Wandle Phonics Assessments
EYFS team meetings
Pupil Progress meetings</td></tr>
<tr><td rowspan="2">Possible Parental Involvement</td><td colspan="6">In summer, parents attend a setting in session with their child, new starter evening, meet the teacher/team, Tapestry</td></tr>
<tr><td>Phonics workshop
Stay and Play
Harvest</td><td>Parents Evening
Maths workshop
Stay and Play
Christmas Nativity
Christmas Fair</td><td>Stay and Play
Phonics workshop</td><td>Stay and Play</td><td>Stay and Play</td><td>Graduation
Sports Day</td></tr>
</table>

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1. Communication and Language (C&L)

Statutory Guidance from the EYFS Framework (2026) for C&L:
The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listens to short stories with visual prompts. Responds to two-step instructions. Expresses immediate needs using simple sentences. Narrates own play.	Sustains attention during small-group inputs. Asks questions about a story. Uses past/present tenses accurately. Shares ideas in small groups.	Follows three-step instructions accurately. Identifies main events in text. Expresses feelings and ideas using descriptive language. Uses connectives (*and*, *because*).	Listens attentively in whole-class settings. Explains what happened in a story. Explains a process or event in sequence. Participates in class discussions.	Listens attentively in whole-class settings. Explains what happened in a story. Explains a process or event in sequence. Participates in class discussions.	Sustains active listening during complex, multi-step explanations. Summarises core ideas and asks targeted questions to deepen understanding. Speaks confidently to the whole class using sophisticated vocabulary, conditional language (*if*, *then*, *might*), and reasoned arguments.

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Early Learning Goals:	
Listening, Attention and Understanding	**Speaking**
Children at the expected level of development will: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Children at the expected level of development will: • 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.

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2. Personal, Social and Emotional Development (PSED)

Statutory Guidance from the EYFS Framework (2026) for PSED:
Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Settles into classroom routines. Expresses basic emotions. Manages personal hygiene (handwashing). Dress/undress with support. Plays alongside peers. Begins to share resources with prompting.	Understands class rules. Begins to use words to resolve conflict. Confidently accesses resources. Fastens large buttons/zips. Takes turns in a small group. Forms friendships with multiple peers.	Demonstrates perseverance when a task is challenging. Regulates behaviour with visual reminders. Eats independently with cutlery. Identifies healthy food choices. Shows empathy towards upset peers. Cooperates in group games.	Independently applies strategies to calm down. Manages personal belongings without reminders. Explains how to stay safe. Resolves minor conflicts independently. Understands different perspectives.	Shows resilience in the face of failure. Thinks before acting. Sets own small goals. Demonstrates high independence in tasks. Collaborates to solve a shared problem during play.	Independently manages own learning behaviours. Maintains high levels of focus during structured teacher-directed tasks. Explains how emotions impact actions. Takes full ownership of learning tools. Demonstrates a strong understanding of personal health, hygiene, and safe boundaries.

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					Forms positive, collaborative relationships. Actively includes others, negotiates roles fairly in group work, and supports peers during challenges.

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Our PSED curriculum is systematically structured using Kapow Primary and the myHappymind frameworks. These schemes map out key progression milestones and provide a progressive vocabulary baseline, which is then embedded across our daily continuous provision and targeted circle times.

Kapow					
Self-regulation: My feelings	**Building Relationships: Special relationships**	**Managing self: Taking on challenges**	**Self-regulation: Listening and following instructions**	**Building relationships: My family and friends**	**Managing Self: My well-being**
Recognises and names some common feelings in themselves and others. Accepts comfort, reassurance or support from a trusted adult if they experience strong feelings. Recognises adults who can help them. Shares their opinions in different sized groups. Follows simple classroom and school rules with adult support.	Recognises why it is important to be kind to each other. Discusses their family and people who are important to them. Begins to use familiar words for people in their family, such as mum, dad, brother, sister, grandparent or carer. Identifies trusted adults outside their family. Plays cooperatively with others, including sharing, taking turns and using kind words.	Recognises and names some common feelings in themselves and others. Accepts comfort, reassurance or support from a trusted adult if they experience strong feelings. Recognising why it is important to be kind to each other. Plays cooperatively with others, including sharing, taking turns and using kind words. Uses kind words and actions during play.	Considers why it is important to follow rules. Explores what it means to be a safe pedestrian. Begins to understand why rules are important in school.	Learns how to talk about our families and discusses why we love them. Talks about people that hold a special place in their life. Develops strategies to help when sharing with others. Explores what makes a good friend. Thinks about what it means to be a valued person. Explores the differences between	Discusses ways that we can take care of ourselves. Explores how exercise affects different parts of the body.

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Practises basic listening skills. Recognises when something makes them feel uncomfortable, worried or unsure. Uses kind words and actions during play. Begins to solve basic disagreements using words. Tells a trusted adult if someone keeps being unkind to them or someone else.	Uses kind words and actions during play. Talks about themselves positively. Identifies similarities and differences between themselves and others. Shares their opinions in different sized groups. Sets and works towards a simple goal with adult support. Follows simple classroom and school rules with adult support. Practises basic listening skills. Identifies their own likes and dislikes during play. Recognises when they and a friend want different things.	Sets and works towards a simple goal with adult support. Follows simple classroom and school rules with adult support. Practises basic listening skills.		us that make each person unique. Considers the perspectives and feelings of others. Learns to work as a member of a team. Develops listening skills	

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Wellbeing:	Reflects on how they feel when they try something new. Makes observations about what they can see, hear and feel. Discusses and celebrates similarities and differences between themselves and others. Explore how they can be kind using words and actions.

MyHappymind					
Meet Your Brain	**Celebrate**	**Appreciate**	**Relate**	**Engage**	
Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.	See themselves as a valuable individual.	Express their feelings and consider the feelings of others.	Build constructive and respectful relationships. Think about the perspectives of others.	Show resilience and perseverance in the face of challenge.	

Early Learning Goals:		
Self-Regulation	**Managing Self**	**Building Relationships**
Children at the expected level of development will: • 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.	Children at the expected level of development will: • 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.	Children at the expected level of development will: • 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.

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3. Physical Development (PD)

Statutory Guidance from the EYFS Framework (2026) for PD:
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives11. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Runs safely, avoiding obstacles. Jumps off low objects landing safely. Uses a palmar grasp on tools. Threads large beads.	Hops on one foot. Throws a large ball toward a target. Uses a static tripod grasp. Uses scissors to cut straight lines.	Climbs apparatus confidently. Catches a large ball with two hands. Uses a dynamic tripod grasp. Cuts out simple geometric shapes.	Skips in time to a rhythm. Balances on a low beam with control. Shows good hand-eye coordination with small construction tools.	Coordinates movements to run, jump, and change direction quickly. Controls pencil pressure accurately. Forms most letters correctly.	Demonstrates advanced spatial awareness, agility, and core strength. Competently performs structured sequences in gymnastics/dance. Manipulates sporting equipment with accuracy. Demonstrates a fluent, mature dynamic tripod grasp. Uses scissors with high precision for intricate designs. Manipulates complex tools flawlessly.

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PE coach delivers a weekly session where each half term they focus on different skills such as invasion games, gymnastics and dance.	
Early Learning Goals:	
Gross Motor Skills	**Fine Motor Skills**
Children at the expected level of development will: • 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.	Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.

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4. Literacy

Statutory Guidance from the EYFS Framework (2026) for Literacy:
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Holds book correctly. Points to illustrations to tell a story. Identifies environmental sounds. Reads Phase 2 Autumn 1 GPCs. Blends oral CVC words (e.g., s-a-t). Acknowledges print carries meaning. Makes meaningful marks.	Retells a known story using repetitive phrases. Predicts endings. Reads Phase 2 Autumn 2 GPCs. Blends CVC words. Reads 5 tricky words. Writes dominant letter sounds for words. Writes first name with support.	Identifies main characters and settings. Suggests new story titles. Reads Phase 3 GPCs. Blends Phase 3 words. Reads 10 tricky words. Writes simple CVC words phonetically. Writes first name independently.	Answers "why" and "how" questions about a text. Identifies rhyming words. Reads Phase 4 words. Blends polysyllabic words. Reads words automatically. Writes labels and caption using phonics. Leaves spaces between words.	Explains the meaning of new words in context. Links text to personal experience. Reads simple sentences accurately. Decodes unfamiliar words with speed. Writes simple short sentences using phonics. Begins to use capital letters and full stops.	Independently reads and extracts information from simple non-fiction text. Makes inferences about character motives and plot points. Reads aloud simple sentences fluently without overt sounding out of familiar words. Uses Phase 3/4 spelling rules with increasing accuracy.

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Recognises name. Traces or copies name.					Writes multi-sentence narratives with capital letters and full stops.
Early Learning Goals:					
Comprehension		**Word Reading**		**Writing**	
Children at the expected level of development will: • 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.		Children at the expected level of development will: • 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.		Children at the expected level of development will: • 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.	

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5. Mathematics

Statutory Guidance from the EYFS Framework (2026) for Mathematics:
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

White Rose Maths *EYFS Overview. Coverage for the Year:*	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Getting to know you: Settling in, routines, exploring provision. **Match, sort and compare:** Match, sort and compare amounts exploring sorting and matching at a deeper level. **Talk about measure and pattern:** Compare size, mass, capacity and	**It' me 1,2, 3:** Representing, comparing and composing 1, 2 and 3. **Circles and triangles:** Exploring circles, triangles and positional language. **1, 2, 3, 4, 5:** Representing numbers to 5. One more and one less to 5.	**Alive in 5:** Introducing 0. Comparing numbers to 5. Composition of 4 & 5. **Mass and capacity:** Compare mass, find a balance, explore and compare capacity. **Growing 6, 7, 8:** 6,7 & 8. Combining two amounts, making pairs, doubles.	**Length, Height and time:** Explore and compare length/height. Talk about and sequence time. **Building 9 and 10:** Counting to, comparing, composition, bonds to 10 and doubles. Explore odd and even. **Explore 3D shapes:** 3D Shapes, spatial	**To 20 and Beyond:** Building numbers beyond 10. Counting patterns beyond 10. **How many now?** Adding more, taking away. **Manipulate, compose and decompose**: Spatial reasoning, match, rotate, manipulate shapes. Compose and decompose.	**Sharing and Grouping:** Explore sharing, grouping, odd and even. Play with and build doubles. **Visual, build and map:** Pattern rules, visualise, describe, mapping. **Make connections:** Deepen understanding, patterns and relationships.

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	explore and create simple patterns.	**Shapes with 4 sides:** Exploring shapes with 4 sides. Sequence of events.		awareness and patterns.		
Progression of skills	Counts objects to 5 using 1-to-1 correspondence. Subitises to 3. Recites number names to 10. Identifies simple AB patterns.	Counts objects to 10. Subitizes to 5. Identifies numerals 1-10. Recites numbers to 20. Continues ABB/AAB patterns.	Compares quantities to 10 using *more/less*. Subitizes structured patterns. Identifies 1 more/1 less up to 10. Creates own repeating patterns.	Automatically recalls number bonds to 5. Understands 10 as a unit. Distributes items equally (sharing). Identifies odd and even numbers to 10.	Recalls number bonds to 10. Identifies double facts up to double 5. Counts in 2s and 10s to 20. Compares number sequences.	Confidently counts forward and backward to 30 and beyond. Subitises random arrangements to 6. Recognises place value of tens and ones in teen numbers. Solves simple addition and subtraction word problems using concrete resources. Counts fluently in 2s, 5s, and 10s. Spots errors in complex patterns.

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Ongoing Mathematical skills *These concepts and mathematical knowledge are revisited regularly in the Continuous Provision areas.* *Through the CP areas, more able children can be stretch and less able can be supported.*
• Linking the number symbol with its cardinal number value. • Counting beyond ten. • Comparing numbers. • Understanding the 'one more/one less than' relationship between consecutive numbers. • Comparing length, weight, and capacity. • Select, rotate, and manipulate shapes to develop spatial reasoning skills. • Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Early Learning Goals:	
Number	**Numerical Patterns**
Children at the expected level of development will: • Have a deep understanding of numbers to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts	Children at the expected level of development will: • 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.

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6. Understanding the World (UTW)

Statutory Guidance from the EYFS Framework (2026) UTW:
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Talks about own immediate family and life events. Describes their immediate home and school environment. Explains the roles of people who help us in the community. Explores the outdoor area using the 5 senses.	Identifies similarities/differences between themselves and others. Recognises that people have different beliefs and celebrations. Identifies seasonal changes (Autumn to Winter).	Sequences 3 events in their own life. Remembers stories about the past. Identifies features of the local area on a simple map. Names basic body parts, plants, and animals.	Compares past and present transport or toys using images. Observes and describes life cycles (e.g., butterflies/frogs).	Understands that some objects belonged to people in the past. Understands the effects of forces (floating, sinking, magnets). Compares life in the UK to a contrasting country.	Uses historical vocabulary. Draws a simple map with a basic key.

Early Learning Goals:

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Past and Present	People, Culture and Communities	The Natural World
Children at the expected level of development will: • 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.	Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Children at the expected level of development will: • 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.

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7. Expressive Arts and Design:

Statutory Guidance from the EYFS Framework (2026) for EAD:
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explores basic properties of paint, modelling dough, and paper. Use a variety of drawing tools (pencils, wax crayons and felt tips) to explore lines Look closely at an object or face to create simple observational self-portraits. Joins in with familiar songs and rhymes.	Joins materials using glue and tape. Draws a recognisable person. Mimics everyday actions in role-play corner. Taps a steady pulse.	Mixes primary colours to create secondary colours. Performs songs with changes in pitch and dynamics.	Uses tools (moulds, rollers) with purpose. Manipulates clay. Constructs stable 3D structures. Creates simple narratives in imaginative play with peers.	Plans what they want to make and selects appropriate materials. Uses props to invent storylines. Plays simple percussion instruments.	Explains choices of materials, textures, and techniques. Critiques own work and adapts design during the process. Coordinates movement, speech, and song to perform to an audience.

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Early Learning Goals:	
Creating with Materials	**Being Imaginative and Expressive**
Children at the expected level of development will: • 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.	Children at the expected level of development will: • 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.