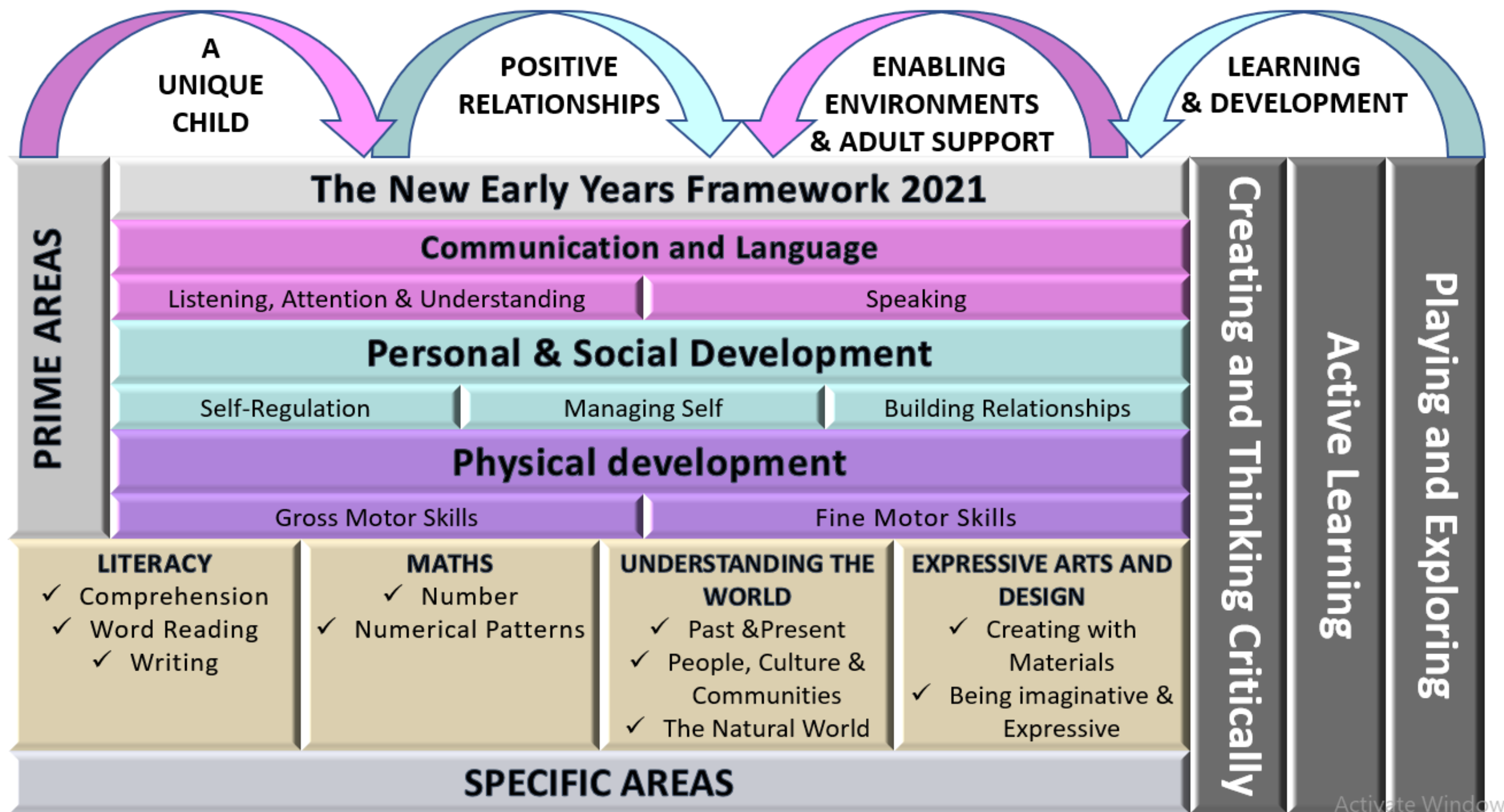




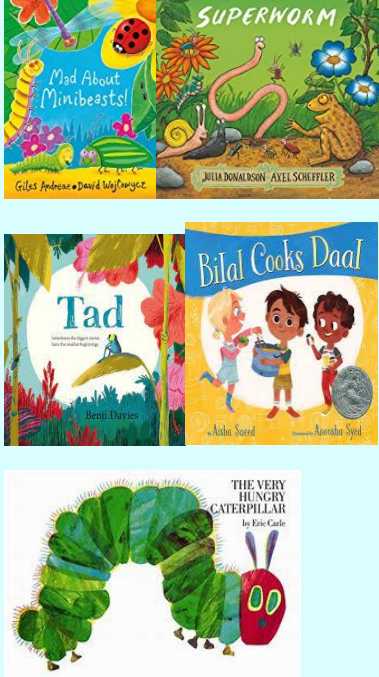





## Reception – Our Curriculum Offer 2022-23


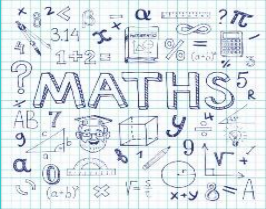


This EYFS curriculum has been made in conjunction with Development Matters 2021. It is a working document, and therefore themes / topics may change depending on the children’s interests and fascinations. We want the children to experience purposeful learning opportunities that reflect things that are happening in the real world. We will provide essential knowledge, through these experiences, that children will need to prepare them for future learning.						
Area of Learning	Autumn 1 –Amazing Me!	Autumn 2 – Join the Party!	Spring 1 – Going Wild!	Spring 2 – What’s the story?	Summer 1 – Creepy Crawlies!	Summer 2 –I do like to be beside the seaside
Core texts						
Above and Beyond	<p>Big start</p> <p>Story sessions and lunch with parents</p> <p>Discover Dingley Dell</p>	<p><i>Dingley Dell – Bonfire</i></p> <p><i>Kindness Week</i></p> <p><i>Visit from Paramedic</i></p> <p><i>Visit from the fire service</i></p> <p><i>Lempen Puppet performance</i></p> <p><i>Nativity Performance</i></p> <p><i>‘Christmas Mingle Jingle’</i></p>	<p>Animal Cam/ Virtual Zoo Trip</p> <p>Bird Watching</p> <p>Money week</p> <p>Chinese New Year Parade-</p> <p>‘Year of the rabbit’</p>	<p>Barefoot Sensory Walk</p> <p>Growing flowers (sunflowers, daisies)</p> <p>Vegetable Patch</p> <p>Cress Heads</p> <p>‘Growing and changing’</p> <p>Pancake Day</p> <p>World Book Day</p> <p>Easter</p>	<p><i>‘National Storytelling Week</i></p> <p><i>Celebrating Eid – 22<sup>nd</sup></i></p> <p><i>Creepy crawlies visits</i></p>	<p>/Flying’ to a different country.</p> <p>School seaside day using provision</p> <p>Family Pirate Picnic</p> <p>sand &amp; water play</p> <p>Science Day</p> <p>Water Day</p> <p>World Music Day</p>
Communication and Language	<p><b>Listening, Attention and Understanding</b></p> <p>Children will be able to understand how to listen carefully and know why it is important.</p> <p><b>Speaking</b></p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will begin to understand how and why questions.</p> <p><b>Speaking</b></p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will learn to ask questions to find out more.</p> <p><b>Speaking</b></p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will retell a story and follow a story without pictures or props.</p> <p><b>Speaking</b></p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will be able to understand a question such as who, what, where, when, why and how.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p>




	<p>Children will talk in front of small groups and their teacher offering their own ideas.-</p> <p>Loving Language – linked to topic</p>	<p>Children will use new vocabulary throughout the day.</p> <p>Loving Language – linked to topic</p>	<p>Children will talk in sentences using conjunctions, e.g. and, because.</p> <p>Loving Language – linked to topic</p>	<p>Children will engage in non-fiction books and to use new vocabulary in different contexts.</p> <p>Loving Language – linked to topic</p>	<p><b>Speaking</b></p> <p>Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Loving Language – linked to topic</p>	<p><b>Speaking</b></p> <p>Children will use talk in sentences using a range of tenses.</p> <p>Loving Language – linked to topic</p>
	<p><b>Listening, Attention and Understanding:</b> 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.</p> <p><b>Speaking:</b> 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>					
<p><b>Personal, Social and Emotional Development</b></p> 	<p>Settling in – learn which class we belong to and how to use the equipment available to us.</p> <p>How to follow the rules and routines</p> <p>How to make friends</p> <p>How to express interests</p> <p>Begin to understand how to talk about choices made</p> <p>Healthy me – Understand how to manage my own basic hygiene –</p> <p>Understand what to do if approached by a stranger.</p>	<p>Understand how to be me in my world</p> <p>Know how to follow the class rules and routines</p> <p>Continue to understand how build relationships and keep healthy friendships.</p> <p>Know what your dreams and goals are and how to achieve them.</p> <p>To understand and explain the ‘stranger danger’ rules</p> <p>Know how the emergency services help us. (Meet an emergency service person- linked to Bonfire night / keeping safe )</p> <p>Know how to celebrate differences and explain similarities between yourself and others</p>	<p>To understand what feelings are and how they are shown.</p> <p>Know how to identify and moderate their own feelings socially and emotionally.</p> <p>Begin to understand how they and others feel in different scenarios and know the appropriate responses which should be given.</p> <p>Continue to share knowledge and understanding of ‘stranger danger’</p> <p>Know how to care for animals</p> <p>Know how to look after animals / pets</p>	<p>To know what makes a good friend. Know the importance of random acts of kindness and how to deliver some. Begin to understand how to look after our planet. Children know how to stay calm in the face of frustration. To know how we take turns, wait politely and tidy up after ourselves. Continue to share knowledge and understanding of ‘stranger danger’</p>	<p>To know how to maintain healthy friendships</p> <p>To know the importance of dreams and goals and begin to explain how to achieve your own.</p> <p>Know the importance of resilience and perseverance in the face of challenge.</p> <p>To be able to discuss why we take turns, wait politely and tidy up after ourselves. Confidently explain what to do if approached by a stranger.</p>	<p>Know how to take part in a team game. Know how to be a good winner and loser</p> <p>To understand the changes you have made over the year and be able to predict future changes.</p> <p>Children will know how to show positive behavior and attitudes in class. (Teachers to celebrate and highlight exemplary behavior of</p> <p>Children in class across the year) Know how to be kind and considerate and the importance of being so.</p> <p>Be able to take part in learning tasks for a more sustained period of time.</p>
<p><b>Self-Regulation:</b> 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.</p>						
<p><b>Managing Self:</b> 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><b>Building Relationships:</b> 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>						
<p>Physical Development</p> <p>Children improve their gross and fine motor skills daily by engaging in a range of activities to gross and fine.</p>	<p><b>Fine motor</b></p> <p>Begins to know how to thread beads. Knows how to use scissors and begins to cut in lines.</p> <p>Knows that weaving means materials have to go under and over several times. Begins to gain new skills in how to manipulate playdough, Knows preference for dominant hand</p> <p>Knows how to draw lines and circles using gross motor movements</p> <p>Knows how to hold pencil/paint brush beyond whole hand grasp</p> <p>Knows the correct pencil grip and is beginning to use this. enveloping</p>	<p><b>Fine motor</b></p> <p>Knows to put pressure on a pencil to make marks on paper</p> <p>Knows how to use tools to effect changes to materials (hammer, stamper, patterned scissors, hole punch)</p> <p>Knows how to take part in structured activities and can follow instructions about what to draw.</p> <p>Can form some letters correctly.</p> <p>Knows how to handle tools, objects, construction and malleable materials with increasing control</p>	<p><b>Fine motor</b></p> <p>Knows how to thread smaller objects.</p> <p>Knows how to use scissors to cut accurately around straight sided objects and knows how to confidently cut straight lines.</p> <p>Knows to move the paper when cutting out tricky shapes (like circles) and is beginning to use this skill independently.</p> <p>Knows how to weave. More than one strip of fabric/ paper.</p> <p>Knows how to manipulate dough using tools and hand movements and uses a variety of methods when making creations.</p>	<p><b>Fine motor</b></p> <p>Knows how to cut straight and curved shapes with greater accuracy using scissors.</p> <p>Knows how to forms more letters correctly</p> <p>Begins to manipulate paper accurately including foldingin half and concertina.</p>	<p><b>Fine motor</b></p> <p>Knows how to hold pencil effectively with comfortable grip</p> <p>Knows how to form most letters correctly, and is beginning to use exit strokes</p> <p>Knows how to build structures with detail linking smaller building materials</p> <p>Knows how to use tweezers to move and stack smaller objects.</p>	<p><b>Fine motor</b></p> <p>Knows how to form letters using exit strokes correctly</p> <p>Begin to draw diagonal lines, like in a triangle / Knows to colour inside the lines of a picture and is doing so with increasing detail and accuracy.</p> <p>Knows how to combine different building resources and can effectively balance materials</p>

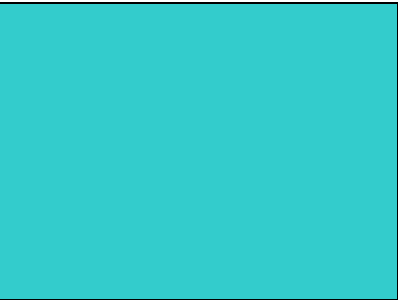
			Knows how to use construction and malleable materials with confidence and control Knows how to draw own ideas and adds detail using different mark making materials (chalk, crayons, pencils, paint) Knows how to use the correct pencil grip and forms some letters accurately. Knows how to confidently cut along a straight lines with scissors Knows how to draw pictures that are recognisable by adding details (eyes, nose etc)			
	<b>Gross motor</b> Knows how to climb steps, one foot to each step. Knows how to climb low structures carefully managing risk Knows how to copy different ways of moving eg hopping, skipping, jumping. Developing a good sense of personal hygiene Knows to wash hands after visiting the toilet. Beginning to understand how to keep a healthy diet. Beginning to understand the importance of good oral health. Knows how to observe others when dancing to learn how to move in new ways	<b>Gross motor</b> Knows that a ball can be thrown, caught or kicked and is beginning to practice these skills. Knows that crates can be combined to create a climbing frame and climbs confidently. Knows that a rope can be used to skip with and is skipping by keeping feet together. Knows that you can move your body in response to music and can copy actions and movements shown by others. Knows that wheeled resources can be pushed, pulled or can be ridden Knows how to use two-wheeled balance bikes and pedal bikes without stabilisers, Knows how to push and pull a prams and cart Knows why handwashing is important and does so without being reminded after visiting the toilet and before eating. Knows which foods are healthy and not healthy and is beginning to make good choices.	<b>Gross motor</b> Knows how to aim, dribble, push, throw and catch, pat, or kick a ball with increasing control. Knows how to safely climb over and under equipment. Knows how to join in a simple ball game Gains more confidence at creating own movements in response to music. Knows how to use arms to support balance when travelling on low balance equipment Knows how to confidently explain why a healthy diet and good personal hygiene is important and is beginning to make good choices throughout the day. Knows how to move wheeled equipment around obstacles .	<b>Gross Motor</b> Knows how to follow a simple dance routine and can add additional moves Knows how to balance and travel between stepping stumps Knows how to move body in different ways including rocking, tilting, sliding, bouncing and increasingly uses these movements when travelling in independent play. Knows the importance of a healthy diet and lifestyle and more often makes good choices.	<b>Gross motor</b> Knows how to use equipment to make own obstacle courses and completes it by travelling in different ways. Beginning to know the importance of being highly active and is able get out of breath several times every day with a quick recovery. Continues to make good choices with regards to personal hygiene and a balanced diet.	<b>Gross motor</b> Knows how to take part in team games and races Knows to move arms to increase speed when running Knows how to build on dance moves with own movements and can move in time to music. Continues to understand the importance of good hygiene and a healthy balanced diet Knows how to move in a range of ways, at differing speeds for a sustained amount of time Knows how to take part in a ball game Knows how to catch and throw a ball with accuracy Knows how to move around, over and under a range of objects safely
	<b>Gross Motor:</b> 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.					
	<b>Fine Motor:</b> 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.					
<b>Literacy</b>  <b>We follow RWI programme for phonics - see progression document for delivery .</b>  Each half term we build on the previous terms skills and knowledge	Children will independently look at a book, hold it the correct way and turn pages.  Understands the structure of a story and has a favourite story/rhyme.  Understands that print has meaning - we read English text from left to right and from top to bottom  Knows how to sequence familiar stories through the use of pictures to tell the story	Children will engage and enjoy an increasing range of books.  Core story – weekly comprehension questions  Loving language sessions  Children will recognise the initial sounds in words.  Some children will begin to write cvc words / short phrases	<b>Comprehension</b>  Children will act out stories using recently introduced vocabulary.  Core story – weekly comprehension questions  Loving language sessions  Children will write labels/list/ phrases/ captions representing the sounds with the correct letters	<b>Comprehension</b>  Children will be able to talk about the characters in the books they are reading.  Core story – weekly comprehension questions  Loving language sessions  Children will begin to write more independent labels/list/ phrases/ captions	<b>Comprehension</b>  Children will retell a story using vocabulary influenced by their book.  Core story – weekly comprehension questions  <b>Loving language sessions</b>  <b>Introduce VIPERS</b>	<b>Comprehension</b>  Children will be able to answer questions about what they have read.  Core story – weekly comprehension questions  <b>Loving language sessions</b>  <b>VIPERS – Continue</b>

<div>  </div>	<p>Knows some rhymes and shows an interest in stories with repeated refrains.</p> <p>Core story – weekly comprehension questions</p> <p><b>Loving language sessions</b></p> <p>Model exit strokes in provision.</p> <p>Knows and hears initial sounds in words.</p> <p>Begins to write own name</p> <p>Knows how to have an extended conversations about stories, learning new vocabulary.</p> <p>Knows how to make marks which pupil can interpret and explain.</p> <p>Write initial sounds in words</p>			<p>representing the sounds with the correct letters</p> <p>Some children will begin to write simple sentences</p>	<p>Most children will write simple sentences independently</p> <p>.</p>	<p><b>Children will write short sentences – beginning to use capital letters and full stops.</b></p>
	<p><b>Comprehension:</b> 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> <p><b>Word Reading:</b> 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><b>Writing:</b> 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>					
<div> <p><b>Mathematics</b></p>  <p>We follow the</p> <p><b>‘White Rose Hub’ recommendations and weekly enhancement planning – please see overview for more detailed information</b></p> </div>	<p>Getting to know you</p> <p>Just Like me</p>	<p>It’s me 1,2 ,3</p> <p><b>Light and dark</b></p>	<p><b>Alive in 5</b></p> <p><b>Growing 6,7 8</b></p>	<p><b>Building 9 and 10</b></p> <p><b>Consolidate</b></p>	<p>To 20 and beyond</p> <p>First, Then, Now</p>	<p><b>Find my pattern</b></p> <p><b>On the move</b></p>
	<p><b>Number:</b> Have a deep understanding of number 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.</p> <p><b>Numerical Patterns:</b> 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.</p>					

<div>Understanding the World</div> <div></div> <div>Each half term we build on the previous terms skills and knowledge</div>	<p>Knows the relation of each person in their family and can name who lives in their house.</p>	<p>Change in living things</p>	<p>Knows how to place real and story events in chronological order.</p>	<p>Knows how the world around us changes as we enter Spring.</p>	<p>Knows different ways we can care for the natural world around us.</p>	<p>Knows how the natural world is changing as we enter Summer.</p>
	<p>Knows how to explain what they do with their family and places they have been.</p>	<p>Knows that seasons change and can confidently identify</p>	<p>Creates an individual story map of ‘going on a bear hunt’</p>		<p>Knows about changes in the weather and can comment on the daily changes observed.</p>	<p>Knows some materials which: Float / Sink</p>
	<p>Knows how to recognise similarities and make comparisons between other families.</p>	<p>Identify signs of Winter _____</p>	<p>Creates a map of activities to complete outdoors</p>	<p>Know that the same story can be told in different cultures but with slight differences.</p>	<p>Knows about minibeast lifecycles and how they compare to our own.</p>	<p>Knows how to make a boat which floats</p>
	<p>Knows that families are all different and can spot some similarities between their own family and a fictional family.</p>	<p>Knows how they have celebrated Christmas in the past and can share this with others.</p>	<p>Knows some differences between where we live (UK) and where giraffes live (East Africa)</p>			<p>Knows some similarities and differences about seashores from long ago and now (Magic Grandad)</p>
	<p>Knows to listen to others when they share details about their family and when it is appropriate to share similarities/ differences with their family.</p>	<p>Knows how they celebrate birthdays in their family and can spot similarities with how others celebrate when joining in with a class discussion.</p>	<p>Knows what we can do to take care of animals (pets and wild animals)</p>	<p>Knows some navigational language and with support can add a simple key to a map.</p>	<p>Knows how to build a miniature house in Dingley Dell using natural materials found there.</p>	
	<p>Knows how they have changed over time.</p>	<p>Knows that birthdays which have already been are in the past.</p>	<p>Knows what rubbish can do to our environment and animals and ways to stop this from happening.</p>	<p>Knows different homes exist.</p>	<p>Create a map in provision of a minibeast's home</p>	<p>Know that non-fiction texts give information.</p>
	<p>Knows where we live and who we live with</p>	<p>Knows some similarities and differences about how Christmas was celebrated in the past.</p>	<p>Knows similarities and differences between animals in the jungle and those which live on a farm</p>	<p>Knows we can use maps to compare different places in the world (Visit Google Earth and compare Africa to where we live.)</p>		<p>Know how holidays differ from now to holidays from the past.</p>
			<p>Understand the effects of changing seasons on animals in the UK</p>	<p>Knows the difference between land and sea.</p>	<p>Knows how to care for the natural world around us – create a minibeast hotel in school grounds</p>	
	<p>Knows details about their classroom such as different areas of provision and how to complete activities provided. Knows the continuous provision can be used to support their own ideas.</p>	<p>Knows how characters in stories differ from people in real life and can explain why.</p>		<p>Knows what makes a good helper</p>	<p>Understands the differences between their home and a minibeast home.</p>	
	<p>Knows how to safely navigate around our classroom and outdoor areas.</p>	<p>Knows why Florence Nightingale was an important person</p>	<p>Knows we can gather information from images, video clips, shared texts and other resources</p>			<p>Knows they can touch, smell and hear the natural world around them to learn more about it.</p>
		<p>Knows some differences from when Florence was a nurse to now</p>		<p>Creates a story map</p>		<p>Can describe what they can hear, see and feel when outside.</p>
	<p>With support knows how to follow and create treasure hunts and maps to find places/ objects within our learning environment.</p>	<p>Knows who they are and what they are part of</p>	<p>Knows some things we can do where we live to take care of animals in the jungle?</p>	<p>Knows how these important dates are celebrated and why -</p>		
	<p>Knows how to create a simple map of school in a group</p>	<p>Knows how Christians celebrate Christmas</p>	<p>Knows why animals live in the sea and others on land</p>	<p>Children’s mental health week</p>		
	<p>Look at maps of crossflats – can say what they see – roads, open spaces etc</p>	<p>Knows how Diwali is celebrated</p>	<p>Knows how to look closely at a plant or animal before making a detailed observation,</p>	<p>Safer internet day</p>		<p>Knows how to use cameras and sound recorders to observe nature.</p>
		<p>Knows how to be a good friend and how to recognise bullying</p>	<p>Knows how to look closely at an object and can describe what they see in the classroom and outside.</p>	<p>Holi</p>		
	<p>Experiments with using an iPad.</p>			<p>Palm Sunday</p>		<p>Knows how and why these dates are celebrated -</p>
		<p>Knows what to do if they see someone being bullied or if they themselves are bullied.</p>		<p>Passover</p>		<p>St George's day</p>
	<p>Knows that seasons change throughout the year.</p>	<p>Visits from people who help us</p>	<p>Knows some of the signs of Winter and how these compare to Autumn.</p>	<p>Lent</p>		<p>Vaisakhi</p>
	<p>Knows some of the signs of Autumn</p>	<p>World Kindness Day</p>		<p>Easter</p>		<p>Vesak</p>
	<p>Beginning to know how to look after my body. – teeth, hand washing, toileting</p>	<p>Anti-bullying week</p>	<p>Knows that a world map/globe shows all the countries in the world.</p>	<p>Start of Ramadan</p>		<p>Eid</p>
			<p>Knows how to follow a story map</p>			<p>Shavuot</p>
	<p>Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>		<p>Knows how Chinese New Year is celebrated</p>			



	Harvest Black History Month		Knows how Ash Wednesday / Shrove Tuesday is celebrated  Knows why St David’s Day and Shivaratri is important			
	<b>Past and Present:</b> 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.					
	<b>People, Culture and Communities:</b> 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.					
	<b>The Natural World:</b> 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.					
<div>Expressive Arts and Design</div> <div></div> <div>Each half term we build on the previous terms skills and knowledge – by applying with confidence and control</div>	Knows some songs and is beginning to join in with new ones.  Knows that colours can be mixed and is beginning to mix 2 colours to create another  Knows how to use props and costumes to support role play.  Knows how to build models using construction equipment.  Knows how to join in with call-and-response songs, echoing phrases of songs you sing.  Knows how to draw a simple figure  Knows how to use junk to create a model.  Knows that a photograph is also a representation of something.  Knows how to use a drum, triangle, and bell to make sounds and knows how they can be changed included using them to tap out simple rhythms.  Knows how to listen to others- take turns and work together to develop and realise creative ideas.  Knows how to combine different materials to make creations  Knows a variety of rhymes  Knows how to use different materials to create	Knows how to sit quietly and listen to music.  Knows how to perform a series of moves to make their own dances in response to music  Knows how to combine materials to make a firework picture  Knows how to use different materials to create  Christmas decorations,  Knows how to follow instructions about how to manipulate materials and make a Christmas card  Knows how to manipulate clay to make Divas,  Knows a variety of Christmas songs/poems  Knows how to use story maps, props, puppets & story bags to retell, invent and adapt stories.  Knows that events can be relived through role play  <b>Experiments in a variety ways to join materials</b>	Knows how to use craft materials to make animal prints.  Knows how to combine materials to design and make homes for hibernating animals.  Knows how to use different materials to create collage owls  Knows how to use paint and folded paper to create symmetrical butterflies  Knows how to use and select tools and techniques they need to assemble materials that they are using e.g creating animal masks  Knows how to follow instructions, manipulate materials to make creations  Knows different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.  Knows a variety of animal songs – linked to the beat  Knows different clothing is worn in different countries and have opportunities to dress up in different dress	Knows how to use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats  Knows how to make different textures; make patterns using different colours  Knows ways to protect the growing of plants – ie design a scarecrow – talk about how plants grow  Knows how to use collage to ie - create farm animals  Knows how pastels can be used to create patterns on – ie on eggs  Knows how to represent different life cycles using materials  Knows how to draw flowers-Sun flowers  Knows how to use different media materials to create Mother’s Day crafts Easter crafts	<b>Knows how to use a combination of junk to create, houses, bridges boats and transport.</b>  Knows how to create music to represent movements –link to insects	Can use a variety of materials and techniques with more control and confidence  Knows how to choose appropriate materials to make a representations- ie of a lighthouse  Knows how to create a performance  Knows how to use a variety of props to support role play.  Knows how to add shading by adding black or white, Knows how to create desired colour by colour mixing for beach huts,  Uses a variety of materials to create. Father’s Day Crafts



***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.

***Being Imaginative:*** 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.