



2023-2024

# Hill West Primary School

## EYFS; Reception Scheme of Work



### 1. Understanding the content

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| <b>1</b> | Having deep and fluent knowledge and flexible understanding of the content you are teaching                            | <b>2</b> | Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching | <b>3</b> | Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/examples for the ideas you are teaching |
| <b>4</b> | Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching |          |                                                                                                                               |          |                                                                                                                                                                                                                                        |

## Sequence of Learning for Reception

	Autumn	Spring	Summer
Communication and Language Outcomes			
<b>Listening, Attention and Understanding</b>	<p>To listen carefully, understand and to follow simple instructions.</p> <p>To understand the importance of listening.</p> <p>To learn new vocabulary.</p> <p>To answer who, when and where questions.</p> <p>To engage in story times daily.</p> <p>To use some exact repetition of story language.</p> <p>To listen carefully to rhyme and songs.</p> <p>To engage in non-fiction books listening and talking about new knowledge and vocabulary.</p> <p>To develop back-and-forth conversations with an adult.</p>	<p>To learn new vocabulary.</p> <p>To ask questions to find out more.</p> <p>To answer why and how do you know questions.</p> <p>To engage in story times daily.</p> <p>To talk about a story I have listened to show an understanding.</p> <p>To begin to retell a familiar story using exact repetition and some of their own words.</p> <p>To listen carefully to rhyme and songs.</p> <p>To engage in non-fiction books listening and talking about new knowledge and vocabulary.</p> <p>To develop back-and-forth conversations with a peer.</p>	<p>To learn new vocabulary.</p> <p>To ask questions to check they understand what has been said to them.</p> <p>To engage in story times daily.</p> <p>To retell a story using appropriate detail and newly taught vocabulary.</p> <p>To listen carefully to rhyme and songs.</p> <p>To engage in non-fiction books listening and talking about new knowledge and vocabulary.</p> <p>To hold conversation when engaged in back-and-forth exchanges.</p>
<b>Speaking</b>	<p>To use simple social greetings e.g. Good morning, Hello and social phrases to demonstrate good manners e.g. thank you, please.</p> <p>To use newly taught vocabulary throughout the day.</p> <p>To talk about a toy, elaborating by answering questions.</p> <p>To learn a rhyme, song and poem.</p> <p>To use the connective 'and' to link ideas.</p> <p>To describe an element of a past event.</p>	<p>To use newly taught vocabulary throughout the day.</p> <p>To learn a rhyme, song and poem.</p> <p>To talk about a photograph or memory using past tense correctly.</p> <p>To use the connective 'because' to link ideas.</p> <p>To describe events in some detail.</p> <p>To talk about a problem together.</p>	<p>To learn a rhyme, song and poem.</p> <p>To articulate ideas and thoughts in well-formed sentences by including new vocabulary.</p> <p>To use newly taught vocabulary throughout the day.</p> <p>To use the connective 'but' to link ideas.</p> <p>To describe events in detail using sequencing words e.g. before, after.</p>

	To think out loud how to work things out.		To use rich vocabulary and detail, talk about an object of interest, elaborating when asked questions. To use problem solving phrases and words to use in their explanations e.g. 'so that' 'because' 'it might be'.
<b>Personal, Social and Emotional Development Outcomes</b>			
<b>Self-Regulation</b>	<p>To sometimes takes turns in their play.</p> <p>To be able to share a toy with one other person.</p> <p>To talk about when they are happy or sad.</p> <p>To give a simple reason when upset.</p> <p>To begin to listen to an adult and their friend.</p> <p>To sometimes demonstrate acts of kindness towards others.</p> <p>To begin to follow simple instructions given by an adult.</p> <p>To begin to see the perspectives of others.</p>	<p>To share a toy in group play.</p> <p>To listen to an adult or friend with sustained attention for a short period of time.</p> <p>To suggest ways of being kind to others.</p> <p>To listen to and follow instructions given by an adult.</p> <p>To show an understanding of feelings and refer to these when talking to adults.</p> <p>To moderate their own feelings socially and emotionally.</p>	<p>To listen to an adult or friend with sustained attention in different situations.</p> <p>To share an object of personal significance with a familiar friend.</p> <p>To discuss and demonstrate acts of kindness to all children and staff in their class. (Rights Respecting)</p> <p>To listen carefully to and follows instructions containing several steps given by an adult.</p> <p>To talk about themselves in positive ways.</p>
<b>Managing Self</b>	<p>To leave their main carer.</p> <p>To participate in pretend play e.g. Mum's and Dad's.</p> <p>To take on different roles with others in pretend play.</p> <p>To use kind hands, feet and words.</p> <p>To manage own basic hygiene (toileting, washing hands with soap).</p> <p>To manage self at lunchtime (e.g scraping plate, putting cutlery away).</p> <p>To turn arms of coat/cardigans from inside out, in order to put them on independently.</p>	<p>To confidently put own coat on (and use the zip).</p> <p>To put own shoes on and take them off.</p> <p>To be confident to select and try new activities without an adult.</p> <p>To talk about indoor and outdoor expectations for school.</p> <p>To independently see to their own basic needs e.g feeding self using cutlery and refilling water.</p> <p>To understand the importance the importance of good oral hygiene.</p>	<p>To dress and undress for PE independently, including shoes.</p> <p>To demonstrate resilience and perseverance when faced with a challenge.</p> <p>To explain the importance of rules/expectations.</p> <p>To consistently follow the behavioural expectations for the setting.</p> <p>To talk about lifestyle choices including cleaning teeth, washing, healthy food choices, exercise etc).</p>

			To decipher between healthy and unhealthy foods.			
<b>Building Relationships</b>	<p>To play alongside other children.</p> <p>To elaborate their play ideas through talk.</p> <p>To begin to initiate a conversation.</p> <p>To talk about who is in their family.</p> <p>To share what they like.</p> <p>To play with a regular friend/s.</p> <p>To be able to share a favourite item with adult support.</p> <p>To form relationships with familiar adults.</p> <p>To respect and look after own belongings.</p>		<p>To talk about a past event or experience with their family.</p> <p>To share their interests with friends.</p> <p>To foster a close circle of friends.</p> <p>To begin to be able to share by taking turns.</p> <p>To show sensitivity to others.</p> <p>To consistently respect property or equipment not belonging to them.</p>		<p>To respect different family cultures.</p> <p>To show sensitivity when others may not share the same interests or beliefs.</p> <p>To willingly plays with others outside close friendship group.</p> <p>To be able to negotiate independently in order to resolve minor conflicts with peers.</p>	
<b>Physical Development Outcomes</b>						
<b>Gross Motor Skills</b>	<p>To revise the skills of rolling, crawling and walking.</p> <p>To stand on one leg and hold a pose.</p> <p>To throw a large ball.</p> <p>To understand the importance of having a good sleep routine.</p>	<p>To practise running, hopping, skipping and climbing.</p> <p>To develop body strength.</p> <p>To develop a good posture when sitting on the table or floor.</p> <p>To throw and catch a ball.</p> <p>To recognise the importance of regular exercise.</p>	<p>To develop co-ordination and balance.</p> <p>To demonstrate good core strength.</p> <p>To follow safety rules when using equipment alone and as a group.</p> <p>To kick and pass a ball.</p> <p>To recognise the importance of healthy eating and brushing teeth.</p>	<p>To develop control when moving.</p> <p>To develop agility.</p> <p>To combine different movements with ease.</p> <p>To develop competency, precision and accuracy when using a ball.</p> <p>To know the importance of physical activity compared to screen time.</p>	<p>To move with increasing grace.</p> <p>To combine different movements with fluency.</p> <p>To develop accuracy when aiming and batting.</p> <p>To be a safe pedestrian.</p>	<p>To demonstrate overall body strength, co-ordination, balance and agility.</p> <p>To negotiate space and obstacles effectively when playing with themselves and others.</p> <p>To discuss the importance of safety when using apparatus/equipment.</p>

<b>Fine Motor Skills</b>	<p>To show a preference for a dominant hand.</p> <p>To accurately copy a cross, circle, horizontal and vertical straight lines and square from pre-writing shapes.</p> <p>To make snips in paper with scissors.</p>	<p>To use a pencil/paintbrush, in at least a finger grip effectively.</p> <p>To use a spoon, knife and fork with increasing control.</p>	<p>To begin to demonstrate the early stages of a tripod grip when holding a pencil/paintbrush.</p> <p>To put their coat on and pulling their own zip up.</p> <p>To demonstrate developing control when cutting irregular shapes, e.g. curves</p>	<p>To use the early stages of a tripod grip, form some letters correctly with good control.</p> <p>To successfully use a knife and fork to cut food.</p>	<p>To use a tripod grip with increasing control and accuracy to produce some correctly formed letters.</p> <p>To demonstrate accuracy when cutting with scissors.</p>	<p>To use a tripod grip to correctly form most of the letters in the alphabet.</p>
<b>Literacy Outcomes</b>						
<b>Comprehension</b>	<p>To show a preference for a book, song or rhyme.</p> <p>To name the characters from a familiar story.</p> <p>To listen to a story and comment on the main events.</p> <p>To hold a book correctly, handle with</p>	<p>To comment in conversation about the text, talking about what might happen next.</p> <p>To begin to role play some events from a story in play.</p> <p>To answer a simple retrieval question about a text that has been read to them.</p> <p>To identify the setting from a familiar setting.</p> <p>To match words that rhyme.</p>	<p>To respond to 'who' and 'what' questions linked to a text or illustration.</p> <p>To talk in detail about the main characters in a text.</p> <p>To understand the features of a non fiction book is different to fiction.</p>	<p>To respond to 'where' and 'why' questions linked to a text and illustrations.</p> <p>To sequence captions from a story.</p> <p>To retell parts from a familiar story through role play, using appropriate vocabulary.</p>	<p>To retell how the story started, the main happening, and how ended.</p> <p>To identify main characters and settings independently, talking about them in detail.</p> <p>To talk about the feelings of the characters in a text.</p>	<p>To talk about the themes of a text e.g. kindness, perseverance.</p> <p>To retell a story in the correct sequence using key vocabulary.</p> <p>To know the difference between different text types (fiction, non fiction, poetry)</p>

	<p>care and turn pages from front to back.</p> <p>To recognise the front cover and back cover of a book.</p> <p>To count or clap syllables in a word.</p> <p>To know the difference between text and illustration.</p>	<p>To join in with repeated refrains.</p> <p>To order 4 pictures from a story.</p>		<p>To talk in detail about the setting in a text.</p> <p>To identify some features of a non fiction text.</p> <p>To say how they feel about stories and poems, what parts they liked or disliked and identify favourite characters.</p>	<p>To innovate a well-known story with support.</p>	
<b>Word Reading</b>	<p>To know the Phase 2 GPC'S: <b>s a t p i n m d g o c k c k e u r h b f l</b></p> <p>To read the tricky words: <b>is I the</b></p> <p>To orally blend words.</p> <p>To begin to sound talk words to blend with support.</p> <p>To recognise their name.</p>	<p>To know the Phase 2 GPC's: <b>ff ll ss j v w y z zz qu ch sh th ng nk</b></p> <p>To read the tricky words: <b>put pull full as and has his her go no into she push he of we me be</b></p> <p>To sound talk and blend cvc words including Phase 2 graphemes independently.</p> <p>To know to say sounds for the letters from left to right to blend them.</p> <p>To begin to read simple captions.</p>	<p>To know the Phase 3 digraphs <b>ai ee igh oa oo oo oar or ur ow oi ear air er.</b></p> <p>To read the tricky words: <b>was you they my by all are sure pure.</b></p> <p>To read words containing some letter groups e.g ai, ee.</p> <p>To read a caption e.g. man in a van.</p>	<p>To review Phase 3 GPC's.</p> <p>To read longer words including those with double letters,</p> <p>To read words with – s /z/ in the middle.</p> <p>To read words with -es /z/ at the end.</p> <p>To read words with -s /s/ and /z/ at the end.</p> <p>To read a sentence</p>	<p>To read CVCC, CCVC, CCVCC, CCCVC, CCCVCC words containing short vowels with adjacent consonants.</p> <p>To begin to read compound words.</p> <p>To begin to read words ending in suffixes -ing, -ed, -est.</p> <p>To read the tricky words <b>said so have like some come love do were here little</b></p>	<p>To read CVCC, CCVC, CCVCC, CCCVC, CCCVCC words containing phase 3 long vowels with adjacent consonants.</p> <p>To read compound words.</p> <p>To read words ending in suffixes -ing, -ed, -est.</p> <p>To read sentences including CVCC,CCVCC, CCCVC, CCCVCC words.</p>

	To recognise familiar signs e.g logos.			including words with digraphs.	<b>says there when what one out today.</b>	
<b>Writing</b>	To show a preference for a dominant hand. To write some or all of their name. To discuss the marks they make, using some letter like shapes. To begin to record the initial sound in a word.	To hear and write the initial sound and final sound in words. To write their name, forming most letters in their name correctly. To begin to write a CVC word.	To write a VC/CVC word independently. To begin to write a short caption e.g. cat on a mat. To begin to write words containing known digraphs e.g. rain, boot, car.	To use a full stop at the end of a sentence. To write a caption independently. To spell words containing Phase 3 digraphs. To begin to write a simple sentence.	To use a capital letter at the start of a sentence. To independently write a sentence using phonic knowledge. To write CVCC, CCVC, CCVCC, CCCVC, CCCVCC words.	To read their work back independently. To write a sentence using a capital letter and full stop accurately. To ensure others can read my work back.
<b>Mathematics Outcomes</b>						
<b>Number/ Numerical Patterns</b>	NPV To chant numbers in order up to 10 and then 20, counting items into a set, counting items taken from a larger set, matching a number of items to a numeral. PRA To copy, continue, describe and create patterns using colours, shapes, objects, sounds and actions. NPV To count accurately using one-to-one correspondence and come to understand conservation of number. To subitise numbers to 6 and count along a 1–10 number track.		NPV To count to 100 and compare and order numbers to 20. To subitise numbers to 6 and understand conservation of number (check). To estimate numbers of objects and images and begin to understand that teen numbers are 10 plus some more. PRA To play with, explore and identify patterns, including line symmetry in images and simple shapes.		NPV To count to 100 (as a class). To write numbers. To know that teen numbers are made of 10 and some more and write addition sentences to show this. To rehearse counting back from 20. GPS To distinguish between (3D) and (2D) shapes. To explore the properties of 2D and 3D shapes. NPV MMD PRA	

	<p>GPD MEA To recite the names of days in the week, beginning to order them. To use language related to time. (o'clock)</p> <p>To begin to use positional language language 'in', 'on', 'over', 'under', 'beside', 'left' and 'right'.</p> <p>NPV MAS To begin to understand the processes of addition and subtraction.</p> <p>To subitise numbers up to 6.</p> <p>To find number pairs to 5 and then to 6. To begin to recognise that adding and subtracting are inverse operations.</p> <p>MEA To explore length and height, using the language associated with comparing and measuring.</p> <p>To begin to explore capacity using the terminology 'empty', 'half full' and 'full'.</p> <p>NPV To chant numbers to 20 and begin to chant numbers to 100.</p> <p>To count ten (and then 20) items into a set.</p> <p>To match spoken numbers and written numerals to quantities.</p> <p>To count accurately using one-to-one correspondence.</p> <p>To learn to write numbers to 10 and begin to compare and order numbers to 10.</p> <p>GPS MEA</p> <p>To begin to identify circles, triangles and rectangles including squares.</p> <p>To begin to use appropriate language to describe simple 2D shapes. To revise the days of the week and begin to learn the months of the year and the seasons.</p>	<p>To create and extend repeating patterns involving two, three and four items, including images and objects.</p> <p>To identify simple linear patterns.</p> <p>To recognise and identify odd and even numbers and count in 2s from an even number.</p> <p>NPV MAS MMD</p> <p>To begin to partition sets of ten objects and learn the number pairs to 10.</p> <p>To count and match objects to number sentences, beginning to use the language 'add', 'more than', 'equals'.</p> <p>To use objects to double, reading doubling stories.</p> <p>To begin to understand halving.</p> <p>GPS MEA</p> <p>To time events, and know that some events take longer than others.</p> <p>To understand how time is measured, and recognise units of time: seconds, minutes, hours, days, months and years. To recognise and identify common 3D shapes, naming; cubes, spheres, cuboids, cones, pyramids and cylinders.</p> <p>To begin to describe the properties of these 3D shapes, including the 2D shapes of their flat faces.</p> <p>MEA</p>	<p>To double numbers to 5 and halve even numbers to 10, (using objects).</p> <p>To halve by sharing objects between two children.</p> <p>NPV PRA</p> <p>To begin to count in 2s, 5s and 10s.</p> <p>To count sets of objects, including fingers, using 'clever counting' instead of counting in 1s.</p> <p>To learn the pattern of counting 2s, 5s and 10s, recognising that 10s numbers, for example, all end in 0.</p> <p>To sort numbers into odd and even numbers, and revisit doubles and halves.</p> <p>MEA To revisit the days of the week, including ordering them. To talk about how we measure time in different ways, and come to understand units: months, days, weeks, hours, minutes and seconds.</p> <p>To recognise o'clock times on analogue and digital clocks and match these to key events in their daily routines.</p> <p>NPV To count on and back to/from any number to 20. To rehearse counting to 100 and begin to cement in the patterns of numbers in the count and the special 'tens' numbers.</p> <p>To begin to count in 10s to 100.</p> <p>MAS PRA</p> <p>To find one more and one less than numbers up to 20, linking this to adding and subtracting 1. To count on 2, 3 or 4 from a hidden quantity.</p>
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	<p>NPV MEA To recognise that different coins have different values. To begin to match real coins to amounts of money. To start to use money in small amounts to buy things, using different combinations of coins. NPV MAS To reinforce knowledge of spoken numbers and matching written numerals up to 10. To order numbers, count on and back from a given number and write numerals 1 to 10. To say one more and one less than a given number and understand the corresponding addition and subtraction number sentences.</p>	<p>To explore, compare and measure lengths heights and weights (using a non-standard uniform unit). NPV To compare and order numbers to 20. To match a numeral to 20 with the same number of objects in a set. To estimate numbers of objects and images and begin to understand that teen numbers are ten plus some more. MEA To begin to learn the value of coins and to compare and order them according to value. To name coins and use them in context. NPV MAS To compare numbers to 10 and 20- identifying the largest and smallest set. To order numbers to 10 and 20 using the pegged number line. To identify the larger and the smaller of two numbers using position on the line. To begin to relate the position of numerals on a numberline with one more and one less. To begin to write addition and subtraction sentences to match one more/less. GPD MEA To revisit the days of the week, reciting the names and ordering them.</p>	<p>To count back where the remaining quantity is hidden in order to encourage counting back. To read and match number sentences to practical problems. MAS MEA To name, describe and begin to order the coins according to value. To make small amounts and make the value of a coin using other coins. To subtract by counting back. To begin to recognise and write subtraction sentences. MEA To explore measures: lengths, weights and capacities, learning to compare each of these using direct comparison. To use uniform non-standard units to measure. To compare more than two lengths using uniform non-standard units. MAS To find all the pairs of numbers with totals of 5, 6 and 10. To record and read the matching additions. To count on 1, 2, 3 or 4 from any number to give totals up to 20, and begin to count back 1, 2 or 3 from numbers up to 20.</p>
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			<p>To use language related to time such as ‘yesterday’, ‘today’ and ‘tomorrow’.</p> <p>To begin to recognise o’clock times on analogue and digital clocks and match these to key events in their daily routines. To use the language of position and direction, including ‘left’ and ‘right’.</p> <p>MAS To partition numbers and find pairs of numbers that total the number.</p> <p>To begin to learn bonds to 5, 6, 7, 8 and 10.</p> <p>To matching sets of objects to addition sentences and begin to see that addition is commutative.</p> <p>To recognise the subtraction sign.</p>			
Understanding the World Outcomes						
<b>Past and Present</b>	To talk about an image of a familiar situation from their past.	To compare and contrast characters, including figures from the past e.g. Jesus.	<p>To talk about toys, items and life in the past.</p> <p>To talk about the lives of people they know, and their roles.</p>	To know some similarities and differences between now and in the past (Easter).	To talk about changes including the changes that have occurred to the sea.	To talk about events in the past (titanic).
<b>People, Culture and Communities</b>	To talk about member of their immediate family in their home.	<p>To talk about members of their community e.g. clubs/hobbies/groups etc.</p> <p>To recognise that people have different beliefs and</p>	To talk name and describe people who are familiar to them and talk about the jobs that they do.	To understand that some places are special to different members of	To explain differences between life here and in a different country.	To talk about different religions and cultures with knowledge, respect and understanding.

		celebrate in different ways.		communities (e.g mosque).  To describe their immediate environment.		To confidently talk about differences between life here and in different countries.
<b>The Natural World</b>	To explore the natural world around them. To begin to understand seasonal changes (Autumn).	To describe what they feel whilst outside. To compare Winter with Autumn. To begin to understand changing states of matter e.g. melting ice.	To describe what they see outside.	To draw information from a simple map. To begin to recognise some environmental differences (Local and inner city). To observe the changes that occur during Spring and draw some, including a plant.	To describe what they hear outside. To discuss various weather types, including the temperature during Summer months. To make observations and draw pictures of animals.	To confidently talk about environmental differences (e.g. local area and Spain).  To competently name some similarities and differences between the world around them and other environments.  To discuss the importance of seasonal changes and changing states of matter.
Expressive Arts and Design Outcomes						
<b>Creating with Materials</b>	<b>Artist and Cultural Awareness</b> Introduce the Artist Van Gogh - Self Portrait <b>Drawing</b>	<b>Artist and Cultural Awareness</b> Van Gogh continued. <b>Drawing</b> To draw a face including all main features. To begin to show different emotions in	<b>Artist and Cultural Awareness</b> Revise Van Gogh. Observe and recreate Starry Night. <b>Drawing</b>	<b>Artist and Cultural Awareness</b> Van Gogh - Sunflowers. <b>Drawing</b>	<b>Artist and Cultural Awareness</b> Introduce and explore the artist Pollock - splatter painting (link with colour mixing) <b>Drawing</b>	<b>Artist and Cultural Awareness</b> Introduce the artist Kandinsky. <b>Drawing</b> To draw representations with

	<p>To draw a face with some detail.</p> <p><b>Colour</b> To name and match colours. To identify and name the primary colours.</p> <p><b>Painting</b> To use thick brushes to paint.</p> <p><b>Texture</b> To explore and talk about different textures. To add other materials to develop creations e.g. glitter, tissue paper.</p> <p><b>Form</b> To use glue sticks and</p>	<p>their drawings e.g. happy, sad, fear etc.</p> <p><b>Colour</b> To explore mixing the primary colours with paint to make secondary colours. To name and match secondary colours.</p> <p><b>Painting</b> To begin hold a paintbrush using a tripod grip.</p> <p><b>Texture</b> To know the materials that are soft/rough/shiny/bumpy/smooth.</p> <p><b>Form</b> To join items with glue or tape (masking and sellotape).</p> <p><b>Design</b> To discuss what they intend to create</p> <p><b>Function</b></p>	<p>To begin to draw a person with recognisable body and limbs.</p> <p><b>Colour</b> To name what primary colours make secondary colours. To choose particular colours for a purpose by copying a coloured objects (e.g. planets, wooden toy)</p> <p><b>Painting</b> To use tripod grip when using thin brushes to add detail.</p> <p><b>Texture</b> To improve vocabulary - rigid, flexible.</p> <p><b>Form</b> To hole punch and thread to combine.</p>	<p>To draw a person with a body and 4 limbs with detail.</p> <p><b>Colour</b> To choose particular colours for a purpose.</p> <p><b>Painting</b> To improve their brushstroke control.</p> <p><b>Texture</b> To combine different materials for a planned effect e.g. using feather for a parrot, sand for a beach, tin foil for a spaceship.</p> <p><b>Form</b> To know how to effectively secure items using known joining techniques.</p> <p><b>Design</b></p>	<p>To draw representations of buildings/objects from memory including some relevant detail.</p> <p><b>Colour</b> To add white or black paint to alter tint or shade. Use specific terminology - tint, shade, light, dark, tone.</p> <p><b>Painting</b> To explore different techniques e.g. sponging, splatting.</p> <p><b>Texture</b> To know how to improve models by scrunching, twisting, folding, bending, rolling.</p> <p><b>Form</b> To select the appropriate</p>	<p>distinctive features e.g. curtains on a house, spots on a leopard.</p> <p><b>Colour</b> To colour match to a specific colour and shade.</p> <p><b>Painting</b> To choose additional tools to paint e.g. stamps, rollers etc. to improve their painting.</p> <p><b>Texture</b> To know how to improve models by scrunching, twisting, folding, bending, rolling.</p> <p><b>Form</b> To select the appropriate joining technique for the purpose of their model.</p> <p><b>Design</b></p>
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	<p>spatulas appropriately.</p> <p><b>Design</b> To say what they have created.</p> <p><b>Function</b> To replicate a simple existing model.</p> <p>To use life like, available or modelled props to support role play.</p>	To share their creation with others.	<p><b>Design</b> To refine their ideas and begin to explain their process.</p> <p><b>Function</b> To adapt an existing model.</p>	<p>To discuss problems and how they might be solved as they arise.</p> <p><b>Function</b> To talk with others about their creation and what they like about it.</p>	<p>joining technique for the purpose of their model.</p> <p><b>Design</b> To make a plan with intended outcome.</p> <p><b>Function</b> To create something for a specified purpose.</p>	<p>To reflect on how they have achieved their aim.</p> <p><b>Function</b> To select props and materials of their choosing for their role play.</p>
<b>Being Imaginative and Expressive</b>	<p><b>Music and Singing</b> To listen to familiar music e.g. nursery rhymes or chart music.</p> <p>To join in with singing nursery rhymes.</p> <p>To follow a steady beat</p>	<p><b>Music and Singing</b> To listen to music from Britain and talk about the music they are listening to.</p> <p>To sing nursery rhymes by heart using the correct melody.</p> <p>To clap out the syllables of names, objects or animals.</p> <p><b>Performance</b></p>	<p><b>Music and Singing</b> To listen to music from around the globe and talk how it makes them feel.</p> <p>To learn a new song matching pitch and following melody.</p> <p>To name a wide variety of instruments e.g.</p>	<p><b>Music and Singing</b> To share preferences of music choices.</p> <p>To perform a song with a group matching pitch and following melody.</p> <p>To play a given instrument to a steady beat.</p>	<p><b>Music and Singing</b> To discuss changes and patterns in a piece of music as it develops.</p> <p>To perform a song individually matching pitch and following melody.</p> <p>To change the tempo and</p>	<p><b>Music and Singing</b> To understand emotion through music and can identify if music is 'sad' 'happy' or 'scary'.</p> <p>To recall a range of songs matching pitch and following melody.</p> <p>To compose a rhythm using an instrument and their taught knowledge. .</p>

	<p>using our bodies.</p> <p><b>Performance</b> To copy basic actions in response to familiar nursery rhymes and songs.</p> <p><b>Imagination</b> To play with familiar resources.</p>	<p>To share my ideas of actions for a nursery rhyme.</p> <p>To watch a Christmas performance.</p> <p><b>Imagination</b> To use own experiences to develop storylines.</p>	<p>triangle, chime bars.</p> <p><b>Performance</b> To replicate a traditional dance from around the world.</p> <p><b>Imagination</b> To use stories to develop storylines.</p>	<p><b>Performance</b> To replicate a choreographed dance to a known pop song.</p> <p><b>Imagination</b> To use imagination to develop own storylines.</p>	<p>dynamics when playing an instrument.</p> <p><b>Performance</b> To learn some dance steps/movements.</p> <p><b>Imagination</b> To enhance storylines in their play with simple resources.</p>	<p><b>Performance</b> To choreograph their own dance moves, using some of the steps and techniques they have learnt.</p> <p><b>Imagination</b> To enhance play with resource that they pretend are something else.</p>
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