

EYFS Curriculum Overview 2024-25 - Reception

	Autumn		Spring		Summer	
	Autumn 1 - Marvellous Me!	Autumn 2 – Terrific Tales & Celebrations	Spring 1 – Amazing Animals	Spring 2 - The Great Outdoors	Summer 1 – Journeys	Summer 2 - Under the Sea
The Big Question!	Who am I?	What is a story? How do we celebrate?	Who made these footprints?	What is growing in our garden?	How can we travel around the world?	What lives under the sea?
Possible themes These themes may be adapted at various points throughout the year to allow for children’s interests to be explored.	Starting School Our Feelings All about me Healthy Me How we grow and change Homes and houses Our Families What am I good at? Autumn/Harvest	Traditional Tales Bonfire Night Remembrance Day Winter Diwali Christmas	Pets Down on the Farm Animals from around the world Bears Nocturnal Animals/Night and day Winter Chinese New Year	In the Garden Plants and Flowers Growing food Planting Seeds Life Cycles Minibeasts Spring Pancake Day Easter	Where in the world do we live? Maps- travelling to school Around the world- contrasting environments. Where in the world have you been? Transport Summer	Under the Sea What’s in a rock pool? At the Beach Seaside now and then / Pirates Treasure maps Transition and Memories Summer
Community Links Enrichment activities	Our school community – Meeting new people School tour/Forest school Buddies Church visit – Harvest festival Walk to local apple orchard Autumn welly walk Family photos – Invite Parents into school to see their classroom – My First Few weeks at school	Bread/porridge making Diwali/Christmas Posting a letter – Father Christmas Visit to the Library Live theatre visit Perform to an audience - Nativity	Chinese New Year banquet ‘Pet’ day Kent owl academy – School visit Forest school – Go on a bear hunt	Grow fruit and vegetables to eat Growing flowers Barefoot Sensory Walk Forest School Outdoor Cooking Insect lore – Butterflies Mini beast hunt Stay and play with parents World book day Easter Time – spring walk Elm Farm to see lambs	Farm visit Class Airport and flight Forest School Creepy Crawlies workshop Building a bug hotel Stay and play with parents Village Scavenger Hunt and Mapping Brickfields Post a letter Road safety	Beach Visit School Links/ Transition Sports day End of Year Teddy Bears Picnic
Artist Focus	Paul Klee – Self Portraits	Wassily Kandinsky - Shape	Henri Rousseau – Tiger in a Tropical Storm ‘Surprised’	Vincent Van Gog – Sunflowers/Henri Matisse – The Snail	Claude Monet - Waterlilies	Alfred Wallis – The Blue Ship

Focus Texts (subject to change)	<p>Nursery Rhymes The colour Monster (Goes to school) Our Class is a family Super Duper You In every House in Every Street Owl babies When I'm big Elmer We are all different</p> <p>We're going on a Leaf Hunt – Steve Metzger The Leaf thief Non- Fiction Autumn texts</p>	<p>Room on the broom Little Glow</p> <p>Little Red Hen Goldilocks and the Three Bears The Gingerbread Man -</p> <p>The Jolly Christmas Postman</p> <p>The Nativity story</p>	<p>The Great Race Dragons in the city Paula the Vet Pig in the pond Farmer duck Leaf What the ladybird heard? Owl babies</p> <p>Non-Fiction 'Animal' texts to run throughout the term.</p>	<p>Jack and the Beanstalk Jasper's beanstalk Author focus for Book week – Atinuke – Anna Hibiscus song, catch that chicken, splash The very hungry caterpillar, Oliver's vegetables/fruit salad Aaargh Spider Super worm Tadpoles promise Non-Fiction 'Minibeasts' and 'life cycle texts to run throughout the term - UW (Sunflower/caterpillar/tadpole/rain</p>	<p>We're Going on a Bear Hunt Mr Gumpy's Outing Bear Cave Whatever Next The Naughty Bus The Tiger Who Came to Tea Snail and the whale The train ride Emma Jane's aeroplane</p>	<p>Alan's big scary teeth The light house keeper's lunch Commotion in the ocean Sharing a shell Big Blue Night pirates Pirate Pete – Nick Sharratt/Pirate boy - Eve Bunting Surprising Sharks – Nicola Davies</p>
Songs, Rhymes and poems	<p>Traditional Nursery Rhymes (Children's choice)</p> <p>Dingle Dangle scarecrow Here we go round the mulberry bush</p> <p>Harvest Songs (Whole School)</p> <p>Poem – All of me – Jessica Macdonald Poem – Saw my teacher on a Saturday - Dave Crawley</p>	<p>Polly put the Kettle on I'm a little tea pot Pat a cake</p> <p>Christmas/Nativity Songs (Whole school)</p> <p>Christmas Poems I'm a little reindeer Once there was a snowman</p>	<p>Horsie Horsie Alice the Camel Little Peter Rabbit</p> <p>Chinese music/songs</p> <p>Poem – Spots and stripes https://clpe.org.uk/videos/video/jane-newberry-spots-and-stripes</p>	<p>Mary, Mary, quite contrary The ants go marching Hot Cross Buns</p> <p>Easter songs – Spring Chicken</p> <p>Poem - Wordsworth – Daffodils Poem</p>	<p>London Bridge Pussy cat, Pussy Cat</p> <p>Music from around the world</p> <p>Poem – Look at the train https://clpe.org.uk/poetry/poems/look-train</p>	<p>Tongue twister – I see a sea shell on the sea shore</p> <p>Summer/seaside songs Oh I do like to be beside the seaside</p> <p>Music by Saint Saens - The Carnival of the Animals Sea shanties</p>

<p>Communication and Language</p> <p><i>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Makaton, Sharing Dojo Home Learning</i></p>	<p>Listening, Attention and Understanding Learn new vocabulary – Begin to use new vocabulary throughout the day.</p> <p>Demonstrate good listening behaviours</p> <p>Identify and label a range of simple objects from others talk e.g., the car</p> <p>Speaking</p> <p>Talk to others including familiar children in play</p> <p>Share ideas and thoughts with adults and peers- using talk</p> <p>Clearly express self</p>	<p>Listening, Attention and Understanding</p> <p>Enjoy listening to and engage in story times</p> <p>Join in with songs and rhymes</p> <p>Listen to and talk about familiar stories and rhymes to build familiarity and understanding</p> <p>Speaking</p> <p>Talk to others and take it in turns to speak</p> <p>Respond to what others say</p> <p>Use talk to organise thinking</p>	<p>Listening, Attention and Understanding</p> <p>Listen to others talk with interest and begin to respond</p> <p>Listen and respond to questions, stories and rhymes</p> <p>Speaking</p> <p>Give opinion and share ideas with confidence in small groups and whole class situations</p> <p>Explain what has happened</p> <p>Respond with questions, actions and comments</p>	<p>Listening, Attention and Understanding</p> <p>Understand and follow instructions (With two or more parts)</p> <p>Re-tell familiar stories some as exact repetition and some in their own words</p> <p>Speaking</p> <p>Discussion with others</p> <p>Predict what might happen</p> <p>Explain events that have already happened in detail</p> <p>Asking and answering questions</p> <p>Use full sentences</p>	<p>Listening, Attention and Understanding</p> <p>Children will be able to understand and use a question such as who, what, where, when, why and how</p> <p>Engage in Non-fiction books and discuss new vocabulary and knowledge</p> <p>Speaking</p> <p>Use a full vocabulary including technical language</p> <p>Use conjunctions in sentences</p> <p>Use past, present and future forms</p>	<p>Listening, Attention and Understanding</p> <p>ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions.</p> <p>ELG: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</p> <p>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>Speaking</p> <p>Make comments about what they have heard and ask questions to clarify understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p>ELG: Participate in small group, class and one to one discussion, offering their own ideas, using recently introduced vocabulary</p>
<p><i>Personal, Social and Emotional Development</i></p>	<p>Heart smart – Intro Get Heart smart (See Separate plan)</p>	<p>Heart smart – Don't forget to let love in (See Separate plan)</p>	<p>Heart smart – Too much Selfie isn't healthy (See Separate plan)</p>	<p>Heart smart – Don't Hold onto what's wrong! (See Separate plan)</p>	<p>Heart smart – Fake is a mistake (See Separate plan)</p>	<p>Heart smart – 'No way through' isn't true (See Separate plan)</p>

<p><i>Children develop their personal, social and emotional skills throughout the year through Heart Smart, circle times, social stories, listening to stories from different cultures</i></p>	<p>Self-Regulation Be able to follow one step instructions.</p> <p>Recognise different emotions.</p> <p>Know and follow rules in the classroom. focus during short whole class activities.</p> <p>Managing Self Toilet independently and manage hygiene - learn to wash their hands independently.</p> <p>Understand the need to have rules.</p> <p>Building Relationships Seek support from adults and gain confidence to speak to peers and adults in the familiar school environment</p>	<p>Self-Regulation Demonstrate understanding of feelings, including those of others – empathy and perspective</p> <p>See self as a valuable individual</p> <p>Managing Self Develop independence when dressing and undressing.</p> <p>Building Relationships Begin to build constructive and respectful relationships.</p>	<p>Self-Regulation Be able to focus during longer whole class lessons.</p> <p>Managing Self Manage their own basic needs independently.</p> <p>Follow rules in the wider community</p> <p>Building Relationships Use taught strategies to support in turn taking and sharing toys.</p> <p>Build mutually respectful relationships</p>	<p>Self-Regulation Identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self Begin to show resilience and perseverance in the face of a challenge.</p> <p>Show a 'can do' attitude. Try new activities</p> <p>Building Relationships Play with others and solve conflicts that occur without adult intervention.</p>	<p>Self-Regulation Be able to control their emotions using a range of techniques.</p> <p>Be able to follow instructions of three steps or more.</p> <p>Managing Self Understand the importance of healthy food choices.</p> <p>Understand the importance of tooth brushing and hygiene</p> <p>Building Relationships Learn to work as a group.</p> <p>Have the confidence to communicate with adults around the school.</p>	<p>Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p>Managing Self ELG: 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>Building Relationships ELG: 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>Gross Motor Revise fundamental movement skills</p> <p>Discuss rules and safety</p>	<p>Gross Motor Develop movement and balance with wheeled vehicles e.g., balanced bikes and scooters</p>	<p>Gross Motor Show fluency in movements</p> <p>Develop ball skills throwing and catching</p>	<p>Gross Motor Manage large objects together safely</p>	<p>Gross Motor Confidently use small and largescale equipment</p>	<p>Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</p>

<p>Children improve their gross and fine motor skills daily by engaging in different fine motor activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco.</p> <p><i>Handwriting linked to LW sequence - Formation phrases</i></p>	<p>Fine Motor</p> <p>Develop fine motor skills and strength</p> <p>Build finger strength for pencil grip</p> <p>Develop the foundations of a handwriting style.</p> <p>Dough Disco /Write Dance</p>	<p>Fine Motor</p> <p>Start to demonstrate good pencil control</p> <p>Use core muscle strength to sit up straight and at a table</p>	<p>Fine Motor</p> <p>Sit comfortably at a table to write</p>	<p>Fine Motor</p> <p>Develop posture</p> <p>Develop good techniques when drawing and writing</p> <p>Apply fine motor skills to a range of tools including one handed tools</p> <p>Sit comfortably at a table to write</p>	<p>Fine Motor</p> <p>Form letters accurately</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG:</p> <p>Fine Motor: 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</p> <p>Begin to show accuracy and care when drawing.</p>
<p>Literacy</p> <p><i>Key Skills</i></p> <p><i>Segmenting, blending, letter recognition, matching letter and sound, letter formation, pencil control, orally constructing sentences</i></p> <p><i>Vocabulary acquisition and use, recall and re-tell</i></p>	<p>Reading</p> <p>Little Wandle Phonics Revisit phase 1/ Phase 2</p> <p>Word Reading: Recognise single letters and their corresponding sound</p> <p>Comprehension: Listen to stories with increasing attention and recall</p>	<p>Reading</p> <p>Little Wandle Phonics Phase 2</p> <p>Word Reading: Start to segment words into their single sounds c-a-t-</p> <p>Comprehension: Sequence and retell stories through role play and small world play</p>	<p>Reading</p> <p>Little Wandle Phonics Phase 3</p> <p>Word Reading: Blend sounds together to create a word</p> <p>Identify where two letters make one sound (digraph)</p> <p>Comprehension: Describe events in familiar stories and predict events</p>	<p>Reading</p> <p>Little Wandle Phonics Phase 3</p> <p>Word Reading: Read common exception words</p> <p>Comprehension: Draw knowledge from Non-Fiction</p> <p>Use and understand new vocabulary</p>	<p>Reading</p> <p>Little Wandle Phonics Phase 4</p> <p>Word Reading: Segment and blend CVC words containing a range of sounds known</p> <p>Read captions and sentences applying their reading skills</p> <p>Comprehension: Discuss what they know and have found out confidently</p>	<p>Reading</p> <p>Little Wandle Phonics Phase 4</p> <p>Word Reading: ELG</p> <p>Say a sound for each letter 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>Comprehension: ELG</p> <p>Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-</p>

						fiction, rhymes and poems and during role-play.
	← Pencil grip (Tripod) Fine Motor development Letter formation →					
	Fine Motor skills Drawing club (From Week 3)	Drawing Club	Drawing Club	Drawing Club	Read to write	Read to write
	Writing Write own name with good pencil control	Writing Identify and write initial sounds Write simple CVC labels (Phase 2 phonic knowledge)	Writing Write labels (Phase 2 and 3 phonics) Write captions using phase 2 tricky words	Writing Start to write simple sentences using phonic knowledge Re-read what they have written to check that it makes sense	Writing Start to write sequenced sentences Show awareness of basic punctuation- finger space, full stop, capital letter	Writing ELG: Write letters which are mostly well 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 themselves and others
Maths White Rose Maths (Linked to Number blocks) Key Skills: Subitise, count, match numeral to quantity, understand number composition, number bonds, calculation Shapes, spatial awareness, measures Patterns, Numerical patterns	Getting to know you (2 weeks - baseline) ● Establish maths through routines (tens frame buses, 100 days in school, calendar activities) Match, Sort & Compare (2 weeks) ● Match objects ● Match pictures and objects ● Identify a set ● Sort objects to a type ● Explore sorting techniques ● Create sorting rules ● Compare amounts Talk about measure and patterns (2 weeks) ● Compare size ● Compare mass ● Compare capacity ● Explore simple patterns ● Copy and continue simple patterns	It's Me 1, 2, 3 (2 weeks) ● Find 1, 2 and 3 ● Subitise 1, 2 and 3 ● Represent 1, 2 and 3 ● 1 more ● 1 less ● Composition of 1, 2 and 3 Circles and triangles (1 week) ● Identify and name circles and triangles ● Compare circles and triangles ● Shapes in the environment ● Describe position 1, 2, 3, 4, 5 (2 weeks) ● Find 4 and 5 ● Subitise 4 and 5 ● Represent 4 and 5 ● 1 more ● 1 less ● Composition of 4 and 5	Alive in 5 (2 weeks) ● Introduce zero ● Find 0 to 5 ● Subitise 0 to 5 ● Represent 0 to 5 ● 1 more ● 1 less ● Composition ● Conceptual subitising to 5 Mass and Capacity (1 week) ● Compare mass ● Find a balance ● Explore capacity ● Compare capacity Growing 6, 7, 8 (2 weeks) ● Find 6, 7 and 8 ● Represent 6, 7, and 8 ● 1 more ● 1 less ● Composition of 6, 7 and 8 ● Make pairs-odd and even	Building 9 and 10 (3 weeks) ● Find 9 and 10 ● Compare numbers to 10 ● Represent 9 and 10 ● Conceptual subitising to 10 ● 1 more ● 1 less ● Composition to 10 ● Bonds to 10 (2 parts) ● Make arrangements of 10 ● Bonds to 10 (3 parts) ● Doubles to 10 (find a double) ● Doubles to 10 (make a double) ● Explore even and odd Explore 3D shapes (2 weeks) ● Recognise and name 3D shapes ● Find 2D shapes within 3D shapes	To 20 and beyond (2 weeks) ● Build numbers beyond 10 (10-13) ● Continue patterns beyond 10 (10-13) ● Build numbers beyond 10 (14-20) ● Continue patterns beyond 10 (14-20) ● Verbal counting beyond 20 ● Verbal counting patterns How many now? (1 week) ● Add more ● How many did I add? ● Take away ● How many did I take away? Manipulate, compose and decompose (2 weeks)	Sharing and grouping (2 weeks) ● Explore sharing ● Sharing ● Explore grouping ● Grouping ● Even and odd sharing ● Play with and build doubles Visualise, build and map (3 weeks) ● Identify units of repeating patterns ● Create own pattern rules ● Explore own pattern rules ● Replicate and build scenes and constructions ● Visualise from different positions ● Describe positions ● Give instructions to build ● Explore mapping ● Represent maps with models ● Create own maps from familiar places ● Create own maps and plans from story situations

	<ul style="list-style-type: none"> ● Create simple patterns 	<ul style="list-style-type: none"> ● Composition of 1-5 <p>Shapes with 4 sides (1 week)</p> <ul style="list-style-type: none"> ● Identify and name shapes with 4 sides ● Combine shapes with 4 sides ● Shapes in the environment ● My day and night 	<ul style="list-style-type: none"> ● Double to 8 (find a double) ● Double to 8 (make a double) ● Combine 2 groups ● Conceptual subitising <p>Length, Height and Time (1 week)</p> <ul style="list-style-type: none"> ● Explore length ● Compare length ● Explore height ● Compare height ● Talk about time ● Order and sequence time 	<ul style="list-style-type: none"> ● Use 3D shapes for tasks ● 3D shapes in the environment ● Identify more complex patterns ● Copy and continue patterns ● Patterns in the environment 	<ul style="list-style-type: none"> ● Select shapes for a purpose ● Rotate shapes ● Manipulate shapes ● Explain shape arrangements ● Compose shapes ● Decompose shapes ● Copy 2D shape pictures ● Find 2D shapes within 3D shapes 	<p>Make connections (1 week)</p> <ul style="list-style-type: none"> ● Deepen understanding ● Patterns and relationships
Understanding the World	<p>Seasonal Change</p> <p>Understanding of community, cultures and people through diverse books and stories</p>					

<p>History Key Skills: Comment on the past, make comparisons, identify similarities and differences</p> <p>Geography Describe, discuss, observe, identify similarities and differences, map work</p> <p>Science Recognise, explore, investigate, understand, identify</p>	<p>History: Past and Present Name and describe people that are familiar to them.</p> <p>Talk about members of their immediate family and community</p> <p>Begin to make sense of their own life story and how they have changed.</p> <p>Geography: People, Culture and Communities Describe what can be heard, seen and felt outside</p> <p>Explore the natural world around them</p> <p>Science: The Natural World Understand the terms 'same' and 'different'.</p> <p>Explore and ask questions about the natural world around them.</p> <p>Understand the effect of</p>	<p>History: Past and Present Talk about own and their family's history linked to photos and stories</p> <p>Identify and comment on images of familiar situations from the past</p> <p>Geography: People, Culture and Communities Children will know that people around the world have different religions.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Science: The Natural World Talk about features of the environment they are in and learn about the different environments.</p> <p>Explore and talk about different materials.</p>	<p>History: Past and Present Children will talk about past and present events in their lives and what has been read to them.</p> <p>Geography: People, Culture and Communities Children will know about features of the immediate environment.</p> <p>Draw information from a simple map</p> <p>Science: The Natural World Make observations about animals discussing similarities and differences.</p>	<p>History: Past and Present Children will know some similarities and differences between things in the past and now.</p> <p>Geography: People, Culture and Communities Children will know about people who help us within the community.</p> <p>Children will know that simple symbols are used to identify features on a map.</p> <p>Science: The Natural World Make observations about plants discussing similarities and differences.</p> <p>Understand how to plant seeds and care for plants.</p> <p>Understand features of</p>	<p>History: Past and Present Compare and contrast characters, from stories, including figures from the past</p> <p>Compare and contrast settings and events from stories</p> <p>Geography: People, Culture and Communities Children will know that there are different places and countries in the world and name some.</p> <p>Recognise some similarities between life in this country and others</p> <p>Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter.</p> <p>Recognise some</p>	<p>History: Past and Present ELG: Talk about the lives of people around them and their role 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 and storytelling</p> <p>Geography: People, Culture and Communities 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps</p> <p>Science: The Natural World ELG: 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,</p>
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<p>RE – Following Canterbury diocese plans</p>	<p>changing seasons on the natural world around them</p> <p><i>RE: People, Culture and Communities</i> Children will know what Creation teaches Christian’s about God.- CREATION Why is the word ‘God’ so important to Christians?</p>	<p><i>RE: People, Culture and Communities</i> OLD TESTAMENT STORIES Which stories are special and why? INCARNATION Why do Christians perform Nativity plays at Christmas? Children will know what Christians say God is like.</p>	<p><i>RE: People, Culture and Communities</i> NEW TESTAMENT STORIES Which stories are special and why? Children will know what kind of king Jesus may have been. Children will know what the church is and why the local church is linked to our school.</p>	<p>animal and plant life cycles</p> <p><i>RE: People, Culture and Communities</i> SALVATION Children will know why people say sorry. Children will know why Christians put three crosses in an Easter garden. Children will know how Easter Day is different to Good Friday.</p>	<p>environments are different to the one in which they live in- comment on and discuss similarities and differences</p> <p>Explore and talk about different forces.</p> <p><i>RE: People, Culture and Communities</i> WORLD FAITH STORIES Which stories are special and why?</p>	<p>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</p> <p><i>RE: People, Culture and Communities</i> WORLD FAITH STORIES Which stories are special and why?</p>
<p>Expressive Arts and Design</p> <p>Key Skills Colour identification, Colour mixing, drawing with accuracy, selecting tools for a purpose, Primary colours, Colour mixing with intent, joining materials together, Exploring the use of textures</p> <p><i>Music - See Charanga Progression of Skills document.</i></p>	<p><i>Imagine and Express</i> Join in with singing familiar songs</p> <p>Creation Explore and use tools</p> <p>Explore and use materials – experiment with different textures</p> <p>Explore colour – experiment with colour mixing</p>	<p><i>Imagine and Express</i> Listen attentively and move to music rhythmically Explore and engage in music making</p> <p>Creation Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p><i>Imagine and Express</i> Move in time to the music. Sing in a group or on their own.</p> <p>Experiment with different instruments and their sounds.</p> <p>Creation Explore different techniques for joining materials safely.</p> <p>Refine ideas and designs</p>	<p><i>Imagine and Express</i> Create narratives based around stories.</p> <p>Experiment in playing an instrument following a musical pattern.</p> <p>Creation Create collaboratively</p> <p>Children will make props and costumes for different role play scenarios.</p>	<p><i>Imagine and Express</i> Invent their own narratives, stories and poems. Perform songs, stories and rhymes, performing solo or in groups.</p> <p>Creation Children will share creations, talk about process and evaluate their work.</p> <p>Experiment with colour, function, form, texture and design independently</p>	<p><i>Imagine and Express</i> ELG: 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 try to move in time to music</p> <p>Creation ELG = Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>

