



Ellington Primary School

'Believe and Achieve'

Reception Long Term Overview 2025-2026

Ellington Primary EYFS Vision	Our aim is to create a remarkable foundation for champions to flourish. We want every child to excel and become resilient, self-motivated, life-long learners.					
Ellington Primary School Values	*Honesty	*Respect	*Pride	*Resilience	*Teamwork	*Happiness

Area of Learning	Autumn A (8)	Autumn B (7)	Spring A (6)	Spring B (5)	Summer A (6)	Summer B (7)
Possible Themes/Interests/Lines of Enquiry <i>(These themes may be adapted at various points to allow for children's interest)</i>	<u>Marvellous Me!</u> 1.Excellent Ellington 2. Marvellous Me! 3. Autumn Festivals	<u>Winter Wonderland!</u> 1.In the night sky 2. Polar Regions and the Ocean 3. How can we help our world? 3.It's CHRISTMAS!	<u>Once upon a Fairytale</u> 1. The Gingerbread man 2. Cinderella	<u>Down on the Farm</u> 1.Life-Cycle of a Chick 2.Changes On the Farm 3. Where does our food come from? (Healthy choices) 4. Easter	<u>Out and About</u> 1. All about Ellington 2. Where is the Everywhere bear? (Around the world) 3. The Royal Family- Great Britain/London	<u>Blast off!</u> 1. What is Space? 2.Astronauts through time (Neil Armstrong, Mae Jamison, Tim Peake) 3. The Smeds and the Smoos 4. To Year 1 and Beyond!
High Quality Literacy Texts						
Favourite 5 Texts Linked to 100 reads at Ellington	Mixed Pete the Cat: Rocking in my school shoes Colour Monster Six Dinner Sid When you joined our family The Oak Tree The Leaf Thief Rosie's Walk Meg and Mog	Clean up! The Snow Thief Giraffe's Can't Dance A Very noisy Christmas Gruffalo's Child The snowflake The Christmas Eve Tree The Dinosaur that pooped Christmas	Chicken Clicking The Great Fairytale Disaster The Princess and the Pea Snow White Hansel and Gretel Little Red Riding Hood Three Horrid Pigs and the big bad wolf The Empty Pot	Along came a different The enormous turnip Farmer Duck A Very Happy Easter A squash and a squeeze Oi Frog The Flower Thief The full stop that got away	The King's Pants Peepo The Squirrels who squabbled Simon Sock My dad is a grizzly bear The camel who had the hump	On the Moon Mae Jamison Whatever Next Smeds and Smoos Astro Girl The sun thief Mrs Armitage and the big wave

Nursery Rhyme/Song focus	Recap Nursery's Rhymes Humpty Dumpty, Incy Wincy Spider, Baa Baa black sheep, Miss Polly had a dolly, row, row, row your boat, Hickory dickory dock, Twinkle Twinkle little star, 1,2,3,4,5 once I caught a fish alive, 5 Little Ducks, 5 Little Monkeys			Reception's Rhymes The little green frog, head, shoulders, knees and toes, if you're happy and you know it, 3 blind mice, I'm a little teapot, the grand old duke of York, wind the bobbin up, hey diddle diddle, polly put the kettle on, frere jaques, London bridge is falling down, Jack and Jill		
Seasonal Rhymes	5 Little Leaves Christmas Pudding, When Santa got stuck up the Chimney, Hop little bunnies, little Peter Rabbit, Mary had a little lamb, Chick Poem,					
Enrichment Activities		Tiddlywinks Christmas Pantomime Christmas Traditions Christmas Performance	Chinese New Year Celebrations Royal Ball Boat Photographs	Farm Visit Chicks Y5 linked project	Local Area Walk	Tiddlywinks
Ellington School Heroes Steve Backshall 	What is an Explorer? Be Happy like Steve	Why do Explorers work together? Be a team player like Steve	What do Explorers need to persevere? Be Resilient like Steve	Why do Explorers need to be honest? Be honest like Steve	What achievements make Explorers feel proud? Be proud like Steve	How do Explorers care for our world? Be Respectful like Steve
Parent Link	Stay and Phonics Photos from home Harvest Festival	Christmas Performance	World Book Day Secret Reader Stay and Count	Easter Egg Competition Easter Egg Hunt Farm Visit Secret Reader	Stay and Write Local Area Walk Secret Reader	Stay and Celebrate! (Graduation)
Mainstream Curriculum Links Geography History	Year 1 – What is the weather like in the UK? Year 1 – How am I making history? Year 2 – How was school different in the past? Year 4 – How have children's lives changed? Year 1 – The Human Body	Year 1 – What is the weather like in the UK? Year 2 – Would you prefer to live in a hot or cold place? Year 2 – Why is our world wonderful? Year 3 – Who lives in Antarctica?	Year 1 – What is it like to live in Shanghai? Year 5 – What is life like in the Alps? Year 1 – How have explorers changed the world Year 2 – How did we learn to fly?	Year 1 – What is it like here? Year 2 – Would you prefer to live in a hot or cold place? Year 2 – Why is our world wonderful? Year 4 – Where does our food come from?	Year 1 – What is it like here? Year 2 – What is a Monarch? Year 2 – Why is our world wonderful? Year 3 – Are all settlements the same? Year 4 – How hard was it to invade and settle in Britain? Year 4 –	Year 2 – What is it like to live by the coast? Year 4 – What are rivers and how are they used? Year 5 – Why do oceans matter? Year 6 – Where does our energy come from?

Science	Year 1 – Seasonal Changes Year 2 – Growing Up	Year 4 – Why are rainforests important to us? Year 5 – Why do oceans matter? Year 6 – Would you like to live in the desert? Year 1 – How have explorers changed the world Year 1 – Seasonal Changes Year 1 – Caring for the Planet Year 2 – Living things and their habitats Year 4 – Deforestation	Years 1 and 2 - Materials	Year 1 – Caring for the Planet Year 1, and 3 – Plants Year 1 – Growing and Cooking Year 2 – Wildlife Year 3 – Soils	What are rivers and how are they used? Year 5 – What was life like in Tudor England? Year 6 – Why does population change? Year 6 – Who should go on the banknote? Year 1 – How have explorers changed the world? Year 3 – Why did the Romans settle in Britain? Year 3 – What did the ancient Egyptians believe? Year 6 – What does the Census tell us about our local area? Year 1 – Caring for the Planet Year 4 – Deforestation	Year 6 – What does the Census tell us about our local area? Year 3 – Fossils Year 3 - Rocks
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Communication and Language *Listening, Attention and Understanding							*Speaking
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Children at the Expected Level (ELG)

ELG: Listening, Attention and Understanding

*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.

ELG: Speaking

* 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.

Children in Reception	*Understand how to listen carefully and why listening is important.	*Understand how to listen carefully and why listening is important.	*Understand time and sequence concepts – first, then, next	*Listen to and learn rhymes and poems in a whole group	*Listen in a whole group in a range of situations	*Listen in a larger group – e.g. assembly
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	*Engage in story time. *Understand and follow simple instructions. *Listen to and talk about stories to build familiarity and understanding. *Answer simple problem solving questions. *Learn new vocabulary, exploring new words and their meanings, using a variety of tenses. *Ask questions to find out more and clarify their understanding. *Listen to and talk about stories to build familiarity and understanding. *Listen carefully to rhymes and songs, paying attention to how they sound. *Stay on topic when speaking *Begin to speak in the correct tense *Use most consonants correctly (l, r, th may be still developing) *Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	*Engage in story time. *Understand and follow simple instructions. *Listen to and talk about stories to build familiarity and understanding. *Listen to a story in a whole group *Listen to other's views and opinions *Understand how & why questions using a full sentence *Follow a short story (phonics) without pictures *Answer an adults question, Learn new vocabulary, exploring new words and their meanings, using a variety of tenses.	*Listen attentively to a story in a whole group to build familiarity and understanding of the core story *Follow more complicated instructions containing 3 parts *Be confident speaking in the whole group *Comment on other's views and opinions and feelings *Describe in detail what they see or know *Understand and follow more complicated instructions. *Connect one idea or action to another using a range of connectives. *Learn rhymes, poems and songs. *Use gestures and expressions to bring imaginary characters to life and explain the role they take on.	*Continue a rhyming string *Comment on non-fiction books linked to the theme *Ask the meaning of unfamiliar words *Use language to hold a two way conversation with an adult/child *Use talk to solve problems *Use adjectives to describe what they see *Explain predictions and observations	*Understand what a question is *sustain a two way conversation with an adult/child *Ask questions to clarify their understanding about a topic *Use a connective correctly to link two ideas – because, and, so, but *Communicate to others in a sentence as part of a team *Use new vocabulary in different contexts *Make up new stories with others which are increasingly detailed in their structure and understanding of characters and acting out in play.	*Sustain a two way conversation with an adult/child *Use adjectives in speech to describe objects or situations *Explain plans and review the outcomes *Be confident offering detailed explanations in a range of situations *Speak clearly & fluently about the past, present and future
Knowledge and Skills Overview	*Listen to adults/children in a group *Be confident to speak to adults and children in a group *Sit quietly when appropriate *Follow instructions related to time eg before, after, later, first, last	*Learn vocabulary linked to the seasons/celebrations *Recount an event! *Use story vocabulary *Answer a question in a full sentence *Speak in a full sentence *Use vocabulary linked to the seasons/celebrations *Recount a past event	*Comment on what they hear *Learn and use vocabulary linked to traditional stories, journeys *Tell me a story! *Answer a child's question *Use vocabulary linked to time *Retell a story	*Begin to know what an adjective is *Learn vocabulary linked to farming, growth, healthy eating *Explain your thinking! *Use vocabulary linked to non-fiction books	*Give a list of 5 abstract things which are linked *Learn and use vocabulary linked to different locations and comparative vocabulary *Tell me why! *Use vocabulary linked to different locations	*Learn and use vocabulary linked to different locations and comparative vocabulary *Tell me why! *Use vocabulary linked to different locations

	*Know what good listening looks like *Understand positional language – finding things *List 5 objects that are linked and can be seen *Learn and use vocabulary linked to themselves *Talk About Yourself! *Answer a register with good morning/good afternoon		*To use positional language *Use I think, I agree, I disagree in a spoken sentence	*Use vocabulary linked to poems *Recite a poem /rhyme *Recite a recount	*Recite a poem or rhyme *Use a range of vocabulary learnt within Reception	*Learn and use vocabulary linked to the past and present *Use comparative vocabulary
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Personal, Social and Emotional Development (Kapow)

***Self-Regulation**

***Managing Self**

***Building Relationships**

Children at the Expected Level (ELG)

ELG: 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 to follow instructions involving several ideas or actions.

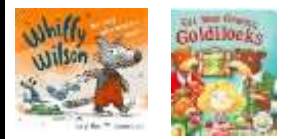
ELG: Managing Self

- * 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.

ELG: Building Relationships

- * 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.

KAPOW - PSHE	Self-Regulation My Feelings	Building Relationships: My family and Friends	Self-Regulation Listening and Following instructions	Managing Self: My Wellbeing	Building Relationships: Special Relationships	Managing Self: Taking on Challenges
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Books to Support						
Children in Reception	To identify and express their feelings happy, sad, scared, excited, proud, angry, calm, loved To explore different coping strategies to regulate our emotions To consider the reasons behind our emotions To explore the different adjectives that can be used to describe emotions To explore different facial expressions and what they mean To moderate behaviour socially and emotionally *Deal with change positively *Select activities from those available *Know the class boundaries, rules, sanctions, rewards and routines *Know why it is important to care for our teeth *Understand the role of the dentist *Learn the names of new children and adults *Listen to other children	*Understand why sharing is important *Understand the characteristics that make a good friend *Learn the importance of supporting others by being kind *Plan a Christmas Party that celebrates friendship *Know some simple strategies for managing their feelings *Accept praise for positive acts *Follow directions from an adult *Talk about what they intend to do *Source/request resources to follow their plans *Know what it means to be respectful *Build relationships with adults/children through talk	*Learning the importance of listening and playing recall games *Understanding the importance of listening, telling the truth and thinking of others' feelings *Following instructions or actions and persevering when things get difficult *Learn to follow instructions involving several actions and give simple instructions *Learn to listen and follow instructions *Know that all emotions are ok but not all responses are *Recognise how others feel in a story *Use some simple strategies to manage their feelings *Know what it means to be treated with respect *Use talk to interact and negotiate with adult intervention *Understand other's emotions via story characters	*Understand the importance of exercise and its effects on different parts of the body (Summer B) *Understand why it is important to take care of ourselves *Understand the importance healthy food choices and what a balanced diet is *Recognise that animals have feelings *Use talk to resolve conflict with adult intervention *Know that other's may have different ideas and that is ok *Be able to follow their plan and review how well it went *Talk about what they intend to do and how *Manage their own behaviour in a familiar setting *Know how to look after their personal hygiene	Explore what it means to be a safe pedestrian (Local Walk) *Talk about families and understand that all families are valuable and special *Talk about people that hold a special place in children's lives and think about what it means to be a valued person *Understand why it is important to cooperate and share with others *See themselves as a valuable individual and know it is okay to like different things *See themselves as a valuable individual and to share their interests with a group *To explore diversity through thinking about similarities and differences *Use talk effectively to manage conflict *Adapt their plans and explain why they chose to this with adult intervention	To understand why we have rules Learn to understand the importance of persistence in the face of challenge through teamwork activities, developing confidence in their own ability to solve problems. Learn to work together as a team to overcome challenges and communicating effectively with others to build a den. Learn 'grounding' coping strategies and how to use them in different situations. To understand the importance of perseverance in the face of challenge. Deal with change positively Manage their own behaviour in an unfamiliar setting (Transition)

Knowledge and Skills Overview	*Know their place in the class and school *Know that they are unique *Know that they are valued as a member of the class *Follow the class rules *Be able to line up and queue *Know how to care for our teeth *Know how to brush their teeth correctly *Know the value of good sleep *Know the importance of limiting screen time *Remove and fold jumpers *Change into wellies *Make new friends	*Say how they feel (feelings) *Follow daily routines with some support *Put on waterproof coats and trousers with support *Know that there are things that they cannot do YET but will with practise *Share resources *Turn take *Seek adult support to have needs met	*Say why they feel as they do *Be able to plan ahead what to do *Know that we learn from our mistakes *Follow daily routines independently *Listen and follow instructions carefully	*Put on waterproof coats and trousers independently *Recognise how friends are feeling *Have some strategies to support friends *Treat others with respect *Know the difference between healthy and unhealthy foods *Know about cleanliness (Wiffy Wilson)	*Know their place in the community *Know their place in the wider world *Know how to be a safe pedestrian *Work as part of a team	*Apply what they have learned in keeping healthy and looking after ourselves *Listen to others and accept their ideas in play *Adapt their plans and review their progress independently *Regulate behaviour to avoid conflict

Physical Development
***Gross Motor *Fine Motor**

Children at the Expected Level (ELG)

ELG: Gross Motor Skills

- * 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.

ELG: Fine Motor Skills

- * 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.

Children in Reception	*Work with others to move large construction resources safely *Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene. *Revise and refine the fundamental movement skills such as rolling, crawling, walking, jumping, running, hopping, skipping and climbing. *Develop their small motor skills in order to use a range of tools competently, safely and confidently such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. *Know and talk about the different factors that support their overall health and well-being: tooth brushing, sensible amounts of 'screen time', having a good sleep routine, Use tyres with safety	*Work with others to move large construction resources safely *Travel in a range of ways – hop, jump, skip etc. *Follow an anticlockwise handwriting pattern *Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene. *Revise and refine the fundamental movement skills such as rolling, crawling, walking, jumping, running, hopping, skipping and climbing. *Develop their small motor skills in order to use a range of tools competently, safely and confidently such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	*Develop the overall body strength, co-ordination, balance and agility. *Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. *Be aware of others and space outdoors *Combine different movements *Change speed and direction *Retrace a vertical line in a handwriting pattern	*Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating *Use large materials to build an outdoor construction *Develop the overall body strength, co-ordination, balance and agility. *Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. *Know and talk about the different factors that support their overall health and well-being: regular physical activity and healthy eating	*Know and talk about the different factors that support their overall health and well-being being a safe pedestrian. *Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. *Combine different movements with ease and fluency. *Develop the foundations of a handwriting style which is fast, accurate and efficient, correctly forming most letters. *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	*Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. *Combine different movements with ease and fluency. *Develop the foundations of a handwriting style which is fast, accurate and efficient, correctly forming most letters. *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. *Use large construction creatively *Use large climbing equipment *Move with control and grace *Combine different movements *Change speed and direction
Knowledge and Skills Overview	*Climb on tyres with safety *Climb the climbing tripod safely *Balance on a large beam	*Use tyres with safety *Climb on tyres with safety and jump off *Balance on a narrow beam	*Balance on an upturned bench in *Sit upright on the carpet *Use threading activities *Cut out a large square shape, turning the paper	*Balance a beanbag on various points *Begin to throw and catch a ball *Work in a pair/team	*Use a range of resources to build a den *Know different ways of attaching resources – e.g. string, pegs	*Build elaborate models *Cut a range of more complex shapes, such as pictures

	*Hold a body shape/position in yoga *Roll and ball dough *Use large tweezers to pick up items *Use a tripod pencil grip *Apply correct pressure *Hold scissors correctly *Cut a curved line, rotating the paper *Draw a cross (+) *Trace a simple picture of a person/house *Use a large paintbrush and hold it correctly *Use a knife to spread (Bread) *Use a knife to cut food with adult support (soup) *Introduce to handwriting families *Form name correctly	*Build 3 steps with 6 cubes *Cut out a circular shape, rotating the paper *Cut a zig zag line *Draw a diagonal line (/) *Copy a simple picture of a person/house *Explore smaller brushes *Hold it correctly *Use a fork to hold food still to cut *Use a knife to cut food *Hold a pencil effectively *Continue work on handwriting families	*Draw a square *Select a correct sized brush for a task *Use a knife to push food onto a fork (e.g peas) *Hold a pencil effectively *Continue work on handwriting families *Forming some letters correctly	*Sit correctly at a table *Build a simple model with Lego *Cut out a small square shape, turning the paper *To draw a diagonal line (\) *Draw a simple picture – free drawing *Use threading activities *Begin to thread and weave *Use a needle and thread *Hold a pencil effectively *Continue work on handwriting families *Forming some letters correctly	*Throw, catch, bounce and kick a ball *Participate in team games *Use large needles to sew *Cut a range of simple shapes *To draw a cross (x) *Complete a drawing adding some details *Hold a pencil effectively and form most of our letters	*Draw a triangle *Complete a drawing with attention to scale/size *Hold a pencil effectively and form most of our letters correctly
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Literacy
***Comprehension *Word Reading *Writing**

Children at the Expected Level (ELG)

ELG: Comprehension

- * 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.

ELG: Word Reading

- *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 is consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- * 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.

Core Book												
Key Vocabulary	owl, nest, forest, feathers worried, brave, together, swooped comparative language (big, medium, small)	grind, harvest, plant, knead, dough share, tired, teamwork, fair, responsible, beginning, middle, end	penguin, journey, lost, help, disappointed, discovered, delighted lonely, ocean, frozen, icy, freezing, iceberg	sleigh, march, repair, crashed, growl, dazzled, icy, frozen, trudging, munched, deliver, fearful, joyful	sly, cunning, trick delicious catch, chase, bake, recipe, mixture, dough, consequences, beginning, middle, end	Once upon a time, goodies, baddies, cruel, wicked, royal ball, invitation, castle, carriage, midnight, hopeful, transformation magical, scrub	farmer, cunning, thief, hefty, map, plan, route, direction barn, prized, observant, whisper, sneaky, capture, alert	life-cycle, hatch, incubator, warm, fluffy, safe, caring, crack, first, next, after that, finally, contents, fact	letter, envelope, address, postman, bicycle, jolly, satchel, uniform, cackle, shady, nervously	city, bustling, community, gratitude, passenger s, serve, patter, swirling, familiar, beauty, belonging, musician	zooming, alien, crashed, spluttered, discovered, steering, afraid, rushed, space, moon, signal, reassurance	rescue, practice, determined, proud, change, mountains, keenest, expert, soared, caring, zig-zag, smoke, capture, stethoscope, career
Wow Moments	Visit from an Owl Sanctuary	Baking Bread	Frozen Classroom	Elf on the Shelf	Bake Gingerbread Man	Missing Shoe Royal Ball	Hatching Chicks		Local Walk Posting a letter	Listen to a musician	Rocket crash site	Year 1 Transfer Day
Literacy Concepts	Retell the story Join in with repeated refrains Make simple predictions Begin to explain ideas clearly	Identify familiar characters Join in with repeated refrains Begin to recognise simple story structure Begin to describe characters	Identify characters and settings Make a simple prediction Re-tell and Sequence the story Recognise simple story structure Show understanding through questions	Join in with repeated refrains Identify characters and setting. Re-tell and sequence the story using time openers Begin to innovate (suggest a new	Join in with repeated refrains Identify and describe characters and setting Use story openers Re-tell and sequence the story Show understanding through questions Begin to innovate (Design	Ordering beginning, middle and end Understand and use Fairytale vocabulary Identify and describe characters and settings Re-tell and sequence the story.	Join in with repeated refrains re-tell and sequence the story Explain ideas clearly use the correct tense Identify and describe characters and setting	Learn features of a non-fiction book Use recount language to re-tell the life-cycle Ask and questions to clarify understanding	Sequence the postman's journey Make links to known fairy tale stories Identify features of a letter/envelope Retrieve information from the	Discuss new vocabulary Answer questions about characters', behaviours Sequence the bus journey Use inference	Re-tell and sequence the story. Ordering beginning, middle and end. Use inference skills to ask and answer questions Use time openers to re-tell a story.	Re-tell and sequence the story. Discuss characters', behaviour Compare the characters

			Discuss characters emotions in the story.	obstacle in their way) Use describing words to describe elf	a different character)	Ask questions to find out more. Show understanding of character's behaviours through questioning		Retrieve information from a text make simple inferences	text using inferences	skills to answer questions using I think/ I agree/ I disagree		
Writing Outcome	To hold a pencil accurately to write. To write initial sounds To write labels To develop handwriting	To write CVC words To write labels To begin to write short captions for instructions e.g pat it	To write CVC words To write a short caption for a lost poster Write a speech bubble caption	To write a caption about the elf Write a list Draw and label innovation	Write a caption for the innovated story character Write a simple caption/ sentence about our innovated character	Write a thought bubble Write a list of describing words about characters Write an invitation to our own royal ball	Create a map of the farm and label it Write simple sentences using illustrations from the story	Label the life-cycle of a chick Write a simple recount of the life-cycle of a chick.	Write sentences about the postman's journey. Write an invitation for Stay and Celebrate and post it.	Write thought bubbles for the characters Write thank you/compliment notes for each other Write what we like about our local area	Write a speech bubble for the characters. Write a simple story.	Write a school report for Zog. Write a favourite memory from EYFS Draw and label what you want to be when you grow up.
Oracy Progression												
Children in Reception	*Listen and enjoy sharing a range of books *Know that print carries meaning and in English, is read from left to right and top to bottom *Know the difference between text and illustrations *Listen and respond to stories in a small group		*Listen and respond to stories *Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations *Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences		*Enjoy joining in with rhyme, songs and poems. *Join in with repeated refrains and key phrases *Retelling stories in the correct sequence, draw on language patterns of stories *Predict and anticipate key events based on		*Listen to and learn rhymes and poems in a whole group *Know how to use non-fiction books *Understand the structure of a non-fiction book is different to a fiction book		*Comment, predict, deduce information on stories from other cultures *Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters,		*Recall the main points in text in the correct sequence Talk about themes of simple texts e.g. perseverance, good v evil *Discuss the books shared and develop theme related language, retelling	

	*Answer questions about what is happening or may happen *Make predictions about what might happen *Write words using the correct initial and final letter to communicate	*Use picture clues to help read a simple text *Write their first name using correct formation *Write CVC words accurately *Begin to write a short caption *Write a list	- illustrations, story content and title *Innovate a well-known story with support *Spell cvc words accurately *Begin to write in a range of contexts *Begin to spell tricky words accurately *Write a short caption *Write a list	*Write simple sentences using phonetic knowledge and red words *Use time openers to sequence	- events, or settings and why *Engage in conversation and can answer questions when reading wordless fiction and nonfiction books	- stories and predicting key events in stories. *Retell stories using own words and new vocabulary learned. Children supported to use this language in their discussions and play. *Write short sentences with words with known sound-letter correspondences using capital letter, finger spaces and full stop. *Re- read what they have written to check that it makes sense. *Orally retell a simple 5-part story having a clear understanding of the beginning, middle and end
Knowledge and Skills Overview	*Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover *Know book language – author, illustrator *Write their first name *Begin to write some individual letters to communicate meaning	*Retelling stories *Discuss picture books *Make deductions from the pictures *Predict what might happen in the end *Answer questions about the book *Write labels *Write captions *Writing a list for Little Red Hen	*Know vocabulary linked to time – first, then, next *Read and understand RWI books – answer key questions *Write a simple caption *Write a basic sentence, with adult support, related to The Gingerbread Man *Hold a simple sentence with adult support *Write a list	*Respond to Rhymes *Continue a rhyming string *Read and understand RWI – answer key questions *Write a label for a map *Write a simple recount about the life cycle of chicks	*Know how to use non-fiction books *Read and understand RWI books – answer key questions *Write a simple sentence using finger spaces *Use a full stop *Read what has been written for sense	*Know vocabulary linked with non-fiction books *Know how to use non-fiction books *Identify rhyme in stories *Play is influenced by experience of books (small world, role play)

				*Write first and second name forming letters correctly	*Correctly form letters *Make phonetically plausible attempts to spell	*Read simple poetry books *Write simple phrases which can be read by others *Spell some words correctly *Make phonetically plausible attempts to spell *Consolidate correct formation *Look at positioning on the line and size
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Mathematics – Big Maths
***Number *Numerical Patterns**

Children at the Expected Level (ELG)

ELG: Number

*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.

ELG: Numerical Patterns

*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.

Children in Reception

Knowledge and Skills Overview

Early Years Number

*Recognises more than/less than/the same

*Understands all gone

*Saying numbers up to 10.

*Saying numbers 'hello 1 hello 2'

*Interested in familiar numbers

*Reading numbers 1-3 then 1-5

*Subitise numbers 1,2,3

*Represent numbers 1,2,3 in different ways e.g numicon, objects, drawing, 5 frame.

*Find numbers before/after within 5

Early Years Number

*Understands all gone

*Saying number 11,12,-13

*Saying numbers 'hello 1 hello 2'

*Reading numbers 6, 7, 8, 9, 10, 0

*count 4,5,6 then 10 objects

*ordering numbers to 10

*Subitise within 5

*Conceptual subitising (What do you see? How do you see it? Finding numbers within numbers to 5)

*Represent 0-5 in different ways

*Match numerals to objects within 5.

Early Years Number

*Recognises biggest

*Recognises smallest

*Recognises "Most"

*Recognises "Least"

*Recognises "Same"

*No Amount (Zero)

*Can count back, taking away with support

*Can count back with objects to zero

*Can count back from 10, taking away

*Saying numbers to 20

*Hello 1/21, Hello 2/22

- *Composition within 5 including inverse– whole part models, five frame
- *Repeats total in play
- *Count 3 objects
- *I know I have 10 fingers
- *Finger doubles and halves 1-2
- *Double facts 1+1 2+2
- *Given context to count
- *I can group objects

Wider Maths

- *I can show an interest in shapes around me
- *I can describe simple 2-d shapes
- *I can use 3-D shapes when I play
- *I can move in lots of specific ways
- I can describe an object as tall or short
- I can describe an amount of mass as heavy or light
- I can play 'shop'! 1 - buying things
- I can describe an amount of space
- I can compare hot to cold
- I understand hotter and colder
- I can describe periods of time
- I can make a whole turn
- I can record my sorting using mark making
- I can make a 2 colour pattern

Basic Skills

- *I can count to 10
- *I can count 3-5 objects
- *Find number before/after within 5
- *Double Facts – 2
- *Ordering numbers to 5
- *Telling me how many more to fill the five frame
- *Number recognition 1-5
- *Subitising 1-5
- *Matching numerals to objects 1-5
- *number rhymes to 5

- *my body learn it 5 fingers and 5 fingers = 10
- *Finger doubles 3,4,5,
- *Finger halves 8,6,4
- *Double facts 3,4,5
- *I can group objects
- *I can say a learn it, I can say a switcher
- I can say the next number
- I can count on 1
- I know "1 more than"
- I can add 1

- I know when to add some more
- I know to find the total
- I can say the number before
- I can count back 1
- I know "1 less than"
- I can take away 1
- I know when to take some away
- I know to take some away and then count how many are left
- *I can share fairly
- *Introduce odds and evens
- *Investigate odd and even pairs

Wider Maths

- I can use shapes with purpose as I play
- I can see when shapes are similar
- I can recognise a circle
- I can recognise a square
- I can recognise a triangle
- I can recognise a cube
- I can recognise a pyramid
- I can recognise a sphere
- I can describe my own position
- I can compare 2 different amounts of distance
- I can compare 2 different amounts of mass
- I can play 'shop'! 2 - identifying coins, narrating and giving change
- I can compare 2 different amounts of space
- I understand hotter and colder
- I can order daily events
- I can show awareness of half of an amount
- I can collect data using objects

- *Counting back 20-0
- *Recognises numerals to 10
- *Introduce numerals to 20
- Actual Counting: 1 to 10
- *Counting 12 object, 15 objects, 20 objects
- 6 objects from a pile 10 objects from a pile
- *Ordering numbers to 10
- *Begin to count in 10s (Summer 2)
- *My first number sentences
- Pim is Counting
- *Given context (and prompted)
- *Given context (and sees for self)
- *Finds own context (without purpose)
- *Given context (and told)
- *I can swap objects
- *Doubling Amounts
- 1. 2, 3, 4 objects
- *Halving Amounts
- 1. 4, 6, 8 objects
- *Who Won?
- 1. I can spot the winner
- 2. I know who was first and who was last
- *Fact Families
- *I can say a Learn It and switcher
- *I can say a "take away"
- Calculation
- *I can add 2 by counting on
- * I can add 3 by counting on
- *I can add 4, 5 by counting on
- *I can add the right amount
- *I can add the right amount and count how many altogether
- *I can add numbers of objects to 10
- *I can take away the right amount
- *I can take away the right amount and count how many are left
- *I can take away numbers of objects to 10
- *I can set out groups of toys when I play
- *I can find the total amount of toys
- *I can count how many each person has

		I can create three colour patterns. <u>Basic Skills</u> *I can count to 10 *I can read 1 digit numbers *I can understand numbers to 10 *I can count objects to 10 and match it to the correct numeral. *Subitising within 5 *I can say 1 more 1 less *double facts to 5 *Quick addition adds to 5 *Quick subtractions from 5 *begin to recall number bonds to 5	*I can share an even number of objects between 2 people *I can halve an even number of objects *I can share 6, 9, 12 or 15 objects between 3 people <u>Wider Maths</u> *I can create a symmetrical picture *I can name and describe simple 2D shapes *. I can recognise a rectangle (and know that a square is a special rectangle) *I can identify 2D shapes in real life *I can describe simple 3D shapes *I can identify 3D shapes in real life *I can describe a variety of different positions, for me, others or objects as I play * I can compare 3 different amounts of distance *I can compare 3 different amounts of mass *I can play 'shop'! 3 - making simple calculations * I can compare 3 different amounts of space *I understand hotter and colder *I can begin to measure time *I know about annual events *I can chant the days of the week *I can make a half turn * I can find half of an amount by dividing it into two * I can record my sorting using numbers *I can build counting towers *I can spot, copy and create different patterns <u>Basic Skills</u> *I can count to 10 *I can read 1 digit numbers *I can understand numbers to 10 *I can count objects to 10 and match it to the correct numeral. *Subitising within 5 *I can say 1 more 1 less within 10
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			*double facts to 10 *Quick addition adds to 5 *Quick subtractions from 5 *Recall number bonds to 5/10 *Consolidate number fact knowledge *I can read 1 digit numbers *Ordering numbers *Addition and subtraction facts
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Understanding the World *Past and Present *People, Culture and Communities *The Natural World History Geography Science R.E Computing			
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Children at the Expected Level (ELG)

ELG: Past and Present

- *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.

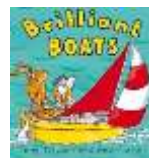
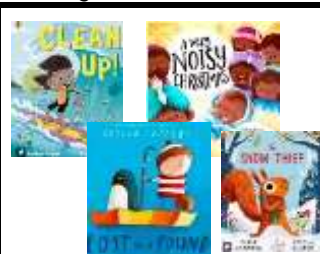
ELG: People, Culture and Communities

- *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- *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.
- * 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

ELG: The Natural World

- *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.

Key Texts to support Topic



Vocabulary to support Topic	school, teachers, staff names, senses, basic body parts, baby, toddler, child, adult. In the past, Autumn, leaves, crisp, falling, harvest, crops, teeth, healthy/unhealthy, decay, toothbrush, toothpaste, dentist, sugary, clean, dirty	fireworks, Guy Fawkes, parliament, hot, cold, Antarctica, map, snow, frozen, freezing, melting, recycle, Earth, ocean, penguin, polar bear, hibernate, icebergs, ice plastic , celebration, traditions, nativity, a long time ago, winter, cold, rain, icy, dark	Chinese New Year, red, gold, luck, celebration, lanterns, traditions, dragon, China, chopsticks, materials, waterproof, sink, float, heavy, light, absorbent, transparent,	life-cycle, eggs, hatch, chicks, chicken, hen, incubator, warm, fluffy, safe, caring, gentle, farm, tractor, farmer, spring animals, baby animals-adult animals e.g piglet - pig, food, crops, plant, growing, seed, stem, leaves, bud, flower, fruit, healthy, unhealthy, Spring, blossom, daffodils, warm, rain, wind healthy, unhealthy, exercise, sleep,	Ellington, town, path, road, street, park, library, Ellington landmarks, home, families, hot, cold, Antarctica, ice, frozen Egypt, desert, hot, pyramid, market, world, map, ocean, King Charles, Queen Camila, Buckingham Palace, London, Britain, Union Jack, Guards,	materials, magnet, magnetic, rocket, moon, sun, planets, gravity, astronauts, aliens, safe, transition, year one, teacher, feelings, summer, hot, leaves, trees, shadow, light
Past and Present (History)	*Talk about what they see and experience *Talk about members of their immediate family and community. *Name and describe people who are familiar to them. *Understand how things change over time	*Talk about what they see and experience *Compare and contrast characters from stories including figures from the past	*Talk about what they see and experience *Compare and contrast characters from stories including figures from the past	*Talk about what they see and experience *Compare and contrast characters from stories including figures from the past *Comment on familiar situations in the past	- Comment on images that are familiar situations in the past *Compare and contrast figures from stories including figures from the past	*Comment on images that are familiar situations in the past *Compare and contrast figures from stories including figures from the past
The Natural World (Geography/Science)	*Explore the natural world around them. *Begin to show care to the environment *Describe what they see, hear and feel whilst outside linking to the seasons *Understand how things change over time *Explore a pumpkin and describe it using the five senses *Understand the life cycle of a human	*Explore the natural world around them. *Begin to show care to the environment - Recognise and talk about some environments that are different to the one in which they live. *Describe what they see, hear and feel whilst outside linking to the seasons *Understand the effect of the changing seasons on the natural world around them.	- Recognise some similarities and differences between life in this country and life in other countries *Explore the natural world around them *Recognise and talk about some environments that are different to the one in which they live. *To compare the uses of boats *To understand what waterproof means and to test whether materials are materials	- Explore the natural world around them *Draw information from a simple map *Talk about what they notice using their senses *Begin to understand the need to respect and care for the natural environment and all living things *Describe what they see, hear and feel	*Recognise some similarities and differences between life in this country and life in other countries. *Explore the natural world around them *Recognise that some environments that are different to the one they live in. *To know who keeps us safe in the community – Police, Doctors, Fire-fighters etc.	*Recognise some similarities and differences between life in this country and life in other countries. *Explore the natural world around them *Recognise that some environments that are different to *Understand the effect of changing seasons on the natural world around them.

		*Understand how things change over time	*To test and make predictions whether objects will sink or float *To investigate how the shape and structures of boats affects the way they move *Describe what they see, hear and feel whilst outside linking to the seasons *Understand the effect of the changing seasons on the natural world around them. *Understand how things change over time	- whilst outside linking to the seasons *Understand the effect of the changing seasons on the natural world around them. *Understand how things change over time *Understand the life-cycle of a chick *Understand what plants need to grow *Identify similarities and differences in relation to living things		
People and Communities RE	<u>RE (Northumberland Agreed Syllabus 2022):</u> Autumn 1: Being special: where do we belong? *Recognise and talk about why people have different beliefs and celebrate special times in different ways.	<u>RE (Northumberland Agreed Syllabus 2022):</u> Autumn 2: Why is Christmas special for Christians? *Understand that some places are special to members of their community. *Recognise and talk about why people have different beliefs and celebrate special times in different ways.	<u>RE (Northumberland Agreed Syllabus 2022):</u> Spring 1: Why is the word 'God' so important to Christians? *Understand that some places are special to members of their community. *Recognise and talk about why people have different beliefs and celebrate special times in different ways.	<u>RE (Northumberland Agreed Syllabus 2022):</u> Spring 2: Why is Easter special to Christians? *Understand that some places are special to members of their community. *Recognise and talk about why people have different beliefs and celebrate special times in different ways.	<u>RE (Northumberland Agreed Syllabus 2022):</u> Summer 1: What places are special and why? *Understand that some places are special to members of our community	<u>RE (Northumberland Agreed Syllabus 2022):</u> Summer 2: What times/stories are special and why? *Recognise and talk about why people have different beliefs and celebrate special times in different ways
End Point for Knowledge and Skills linked to topic	*Can talk about themselves and the things they do *Can name the people in my family and why they are special to them *Can name my body parts	*Describe seasonal changes linked with winter *Describe what they see, feel and hear outside in winter *Know Antarctica is a very cold place	*Know some places are different to where I live and compare them (China vs UK) *Know Chinese New Year is a celebration *Name some ways CNY is celebrated	*Can talk about what they can see on a farm *I know farms look different to towns *Talk about tractors, crops and farmers	*Comment on what they can see in Ellington *Draw information from simple maps *Name local area features	*Know space is a very different environment to Earth *Know we live on a planet called Earth *Talk about features of the moon

	*Know it is okay to be different from my friends *Know they go to school in Ellington *Can talk about how I have changed since I was a baby *Describe the seasonal changes linked with autumn * Describe what they see, feel and hear outside in winter	*Name polar animals *Know water can freeze into ice and that ice can melt *Observe change over time and make appropriate comments *Understand simple ways to protect our Earth *Know why recycling helps protect our Earth *Know Christmas is a celebration *Talk about Christmas traditions *Link the nativity story to Christmas	*Compare celebrations *Explore boats and what they are used for *Know what 'waterproof' means and can test different materials *Understand what happens if an object sinks or floats *Can predict if an object will sink or float *Investigate boat shapes and structures and see how they move *Use appropriate materials to create a boat *Work as a team to plan, design and create a boat	- roles and responsibilities *Understands the life-cycle of a chick *Observe changes over time and make appropriate comments *Name baby animals and match to the adult animal *Be gentle and respectful to living things *Know what plants need to grow *Name parts of the plant and begin to describe their function *Spot similarities and differences between plants and animals *Describe seasonal changes linked with Spring * Describe what they see, feel and hear outside in Spring	*Look at old pictures of Ellington and compare with present *Know that places look different to where I live *Be able to compare a village to a city *Know we live in Northumberland, in the United Kingdom *Compare and contrast different areas of the world (Ellington, London, Egypt) *Name people who keep us safe in the community *Understand their role in keeping us safe *Know we have a Royal family *Learn simple facts about the king	*Make appropriate comments on images in the past *Comment on important figures in the past – Neil Armstrong *Learn some simple facts about Neil Armstrong and Mae Jemison *Talk about the role of an astronaut *Know what special equipment astronauts need to survive in Space *Compare life in space to life on Earth *Describe seasonal changes linked with Summer * Describe what they see, feel and hear outside in Summer *Talk about memories from Reception and prepare for life in Year 1
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Expressive Arts and Design

***Creating with Materials *Being Imaginative and Expressive**

Art D.T Music

Children at the Expected Level (ELG)

ELG: 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.

ELG: Being Imaginative and Expressive

*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.

Kapow Art	Marvellous Marks *Mark making with different media *Observational Pencil drawings *Drawing Faces	Christmas Cards			Painting and Mixed Media Paint My World *Explore abstract and Perspective drawings *Finger Painting *Painting to music *Transient Art *Landscape Collage -Megan Coyle	Sculpture and 3-D: Creation Station *Exploring Clay *Plan and design a clay animal *Create and paint a clay animal *Evaluate
Kapow D.T	Cooking and Nutrition – Making Bread		Structures – Boats *Waterproof materials *Sinking and floating *Boats *Design a boat *Create, test and evaluate boat	Textiles- Making an Easter Craft *Explore threading and weaving *Paper weaving *Sewing with hessian *Designing an egg *Create Easter craft *Evaluate		
Kapow Music	Exploring Sound *vocal sounds *body sounds *Instrumental sounds *environmental sounds *nature sounds *Learn Harvest songs	Celebration Music *Diwali Music *Hanukkah Music *Traditional Christmas music *Learn Christmas performance songs	Music and Movement *Action songs – link to Christmas *Finding the Beat *Exploring Tempo and pitch *music and movement performance	Musical Stories *Moving to music *Storytelling with actions *Using instruments to reflect actions *musical story composition *musical story performance	Transport *Exploring transport sounds *Trains *boats *cars *transport journey	Big Band *What makes an instrument *Introduction to an orchestra *follow the beat *tuned and untuned instruments *Big band performance

Knowledge and skills EA&D Art and D.T	*Name Primary colours *Mix primary colours to create secondary colours (poster paint) alk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces). Enjoy looking at and talking about art. Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why. xplore mark making using a range of drawing materials. Investigate marks and patterns when drawing. Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. Tasting the bread and giving opinions. Describing some of the following when tasting food: look, feel, smell and taste. Use a knife safety to spread and slice	Look and evaluate different designs *Choose appropriate materials and media to create their own design *Evaluate their finished product *Use joining materials effectively *Know glue can be used to join *pick appropriate colours for their finished design	Designing a junk model boat Using knowledge from exploration to inform design. Making a boat that floats and is waterproof, considering material choices. Making predictions about, and evaluating different materials to see if they are waterproof. Making predictions about, and evaluating existing boats to see which floats best. Testing their design and reflecting on what could have been done differently. Investigating how the shapes and structure of a boat affect the way it moves. To know that 'waterproof' materials are those which do not absorb water. To know that some objects float and others sink. To know the different parts of a boat.	Discussing what a good design needs. Designing a simple pattern with paper. Designing a Easter craft. Choosing from available materials. Developing fine motor/cutting skills with scissors. Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. Using a prepared needle and wool to practise threading. Reflecting on a finished product and comparing to their design. To know that a design is a way of planning our idea before we start. To know that threading is putting one material through an object.	Talk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things. Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	alk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces). Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things. Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to
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	To know you need ingredients are needed to be put together to make bread					form opinions by explaining why.
Knowledge and skills EA&D Music	Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Identifying and imitating sounds from a variety of music. Using both speaking and singing voices. Exploring vowel sounds through call and response activities. Finding a comfortable static position when playing instruments or singing. Developing an awareness of high and low through pictorial representations of sound. Exploring and imitating sounds from their environment and in response to events in stories. Exploring and imitating sounds. Experimenting with creating sound in different ways using instruments, body percussion and voices. To understand how to listen carefully and talk about what I hear. To know that sounds can be copied by my voice, body percussion and instruments. To understand that instruments can be played loudly or softly.	Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, Identifying and imitating sounds from a variety of music. Listening to music from a wide variety of cultures and historical periods. Singing short, rhythmic rhymes and songs. Exploring different ways of making sound with everyday objects and instruments. Using instruments expressively to music. Using instruments to begin to follow a beat, with guidance. Selecting sounds that make them feel a certain way or remind them of something. Learn songs for our Christmas performance	Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). Singing short, rhythmic rhymes and songs. Exploring and imitating sounds. Facing the audience when performing. Spontaneously expressing feelings around performing. Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention.	listening appropriately to someone leading a short musical phrase, song or rhyme. Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling. Singing short, rhythmic rhymes and songs. Exploring different ways of making sound with everyday objects and instruments Exploring and imitating sounds. Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting sounds that make them feel a certain way or remind them of something. Playing sounds at the relevant point in a storytelling. Facing the audience when performing.. Performing actively as part of a group. Demonstrating being a good audience member,	Listening appropriately to someone leading a short musical phrase, song or rhyme. Considering whether background music and sound effects can enhance storytelling. Singing short, rhythmic rhymes and songs. Using both speaking and singing voices. Exploring vowel sounds through call and response activities. Exploring and imitating sounds from their environment and in response to events in stories. Experimenting with creating sound in different ways using instruments, body percussion and voices. Beginning to say what they liked about others' performances.	Listening appropriately to someone leading a short musical phrase, song or rhyme. Identifying and imitating sounds from a variety of music. Singing short, rhythmic rhymes and songs. Exploring different ways of making sound with everyday objects and instruments. Exploring different ways of holding a range of instruments. Using instruments expressively to music. Using instruments to begin to follow a beat, with guidance. Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting sounds that make them feel a certain way or

		Facing the audience when performing.. Performing actively as part of a group To know that there are special songs we can sing to celebrate events. To understand that my voice or an instrument can match an action in a song. To recognise that different sounds can be long or short.	To know that the beat is the steady pulse of a song. To recognise music that is 'fast' or 'slow.' To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	by looking, listening and maintaining attention. To understand that a piece of music can tell a story with sounds. To know that different instruments can sound like a particular character. To understand what 'high' and 'low' notes are.	To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles). To know that the beat is the steady pulse of a song. To recognise music that is 'fast' or 'slow.'	remind them of something. Facing the audience when performing. Performing actively as part of a group. To know that an orchestra is a big group of people playing a variety of instruments together. To know that music often has more than one instrument being played at a time. To understand that performing means playing a finished piece of music for an audience.
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