

Reception

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
Topic question	Do you want to be friends?	Why do leaves go crispy?	What’s that sound?	Are carrots orange?	Can I switch it on?	Why do Zebras have stripes?
Sub topics	My family People Who Help us	Autumn Harvest Changes over time	Instruments Loud and quiet	Food Healthy eating Cooking Senses Growing	Electrical toys and games ICT at home and school	Wild Animals Life cycles
Context <i>Why?</i>	This topic is to introduce children into their reception class and ease them into the daily routines of school. During this topic the children to learn the news rules and who is who in their new environment. They will be introduced to new adults and peers. The children will be forming new relationships, finding out similarities and differences and adapting to change. We will explore our school, local environment and people who help us at school and in our community.	This topic is to introduce children to the seasons, especially the current season of Autumn. We will explore the local area for Autumn treasures, watch what happens when things melt, explore conkers and print/trace with leaves. We will look at seasonal fruits and vegetables and make a soup together.	During this topic we will be listening very carefully and building on our listening skills from last term. We will be finding out about sounds and music. We will go on a sound walk around the school. The children will explore with a variety of different musical instruments. Explore what sounds the make, a loud sound or quiet sound? Noisy Poems by Jill Bennett will help us to explore onomatopoeic words such as pop, crash and buzz. We’ll also investigate how sounds are made by feeling the vibrations when we speak. At the end of the half term, we’ll listen to live music and perform our dances, music and poetry for an audience.	This half term, we’ll visit a supermarket to explore the foods sold there. We’ll talk to people about their jobs, take photographs and collect a rainbow of healthy foods. We’ll use our senses to investigate the foods, and bravely taste things we’ve never tried before! Using our research skills, we’ll read all about fruits and vegetables in non-fiction books. We’ll plant seeds and look after them carefully. We’ll compare and sort different fruits and vegetables, and create stunning still life paintings. Setting up a class supermarket will be lots of fun; we’ll make signs and sell things to our friends. Following instructions and working together will help us to create healthy snacks. We’ll also find out what happens to our bodies when we exercise. We’ll also have a look at the carrots we grew to find out whether all carrots really are orange.	This half term, we’ll make a Skype call to another school, harnessing the power of technology to ask and answer questions on screen. Throughout the project, we’ll use a wide variety of equipment. Digital cameras will help us to record the beauty of our local environment, computers and tablets will be used to record audio stories, and we’ll also use a keyboard, mouse and PC to write and draw. We’ll use a variety of software and explore paint packages to create Jackson Pollock-style pictures.	This half term, we’ll learn where Africa is and what the landscapes, people and wildlife are like across this stunning continent. Who is the Maasai? What is camouflage? Where is the Serengeti? Let’s find out! We’ll learn about what school is like for African children, use our senses to explore a ‘market stall’ of African foods and make African-style pancakes to with delicious ingredients. We’ll use our imagination to explore African animals, record animal noises and write our own call and response songs. Using stic we’ll make African-theme marks in soggy soil, and create an African landscape using sand, rocks, gravel and driftwood. In mathematics we’ll count and estimate animal numbers and in literacy, use labels and captions to identify animal traits. Then we’ll get creative, tapping out

						syllables on drums as we t and trying our hand at African printing.
Visits and visitors	People who Help us – Nurse, Fire Service, Police	Autumn walk	Live Musician	Visit a local supermarket Cookery lesson from NBA	Think Tank IT technician	Safari Park
Special celebrations	Diwali Halloween Bonfire night	Christmas Hanukah	Chinese new year Mother’s Day	Easter Holi	Ramadan Eid ul Fitr	Father’s day
Experiences	Walk in the local area Forest school Making playdough	Harvest Soup Posting Christmas cards Nativity Forest school	Sound walk Forest school Music concert	Making fruit kebabs Forest school Easter concert Easter Bonnet Parade	Forest school	Butterflies Forest school
Parent workshops	Phonics	Reading	Maths	Writing	Maths	Transition
Jigsaw	<i>Being me in my world</i>	<i>Celebrating difference</i>	<i>Dreams and Goals</i>	<i>Healthy me</i>	<i>Relationships</i>	<i>Changing me (which inclu SRE)</i>
PSED	PSED is not taught discretely; personal, social, emotional development are entwined in all areas of learning					
	I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings. I enjoy working with others to make school a good place to be. I understand why it is good to be kind and use gentle hands. I am starting to understand children’s rights and this means we should all be allowed to learn and play. I am learning what being responsible means.	I can identify something I am good at and understand everyone is good at different thing. I understand that being different makes us all special. I know we are all different but the same in some way. I can tell you why I think my home is special to me. I can tell you how to be a kind friend. I know which words to use to stand up for myself when someone says or does something unkind.	I understand that if I persevere I can tackle challenges. I can tell you about a time I didn’t give up until I achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people. I understand the link between what I learn now and the job I might like to do when I’m older. I can say how I feel when I achieve a goal and know what it means to feel proud.	I understand that I need to exercise to keep my body healthy. I understand how moving and resting are good for my body. I know which foods are healthy and not so healthy and can make healthy eating choices. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. I know what a stranger is and how to stay safe if a stranger approaches me.	I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I can use Calm Me time to manage my feelings. I know how to be a good friend.	I can name parts of the bc I can tell you some things can do and foods I can eat be healthy. I understand t we all grow from babies to adults. I can express how feel about moving to Year can talk about my worries and/or the things I am looking forward to about being in Year 1. I can shar my memories of the best of this year in Reception.
CL	Communication and language is not taught discretely; speaking, listening and understanding skill are entwined in all areas of learning					
	Listens to stories with increasing attention and recall. Uses vocabulary focused on objects and people that are of particular importance to them. Can retell a simple past event in correct order. Builds up	Two-channelled attention – can listen and do for short span. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Beginning to understand ‘why’ and ‘how’ questions.	Listen attentively in a range of situations. Respond to what they hear with relevant actions. Maintains attention, concentrates and sits quietly during appropriate activity. Links statements and sticks to a main theme or intention.	Respond to what they hear with relevant comments. Respond to what they hear with relevant actions. Maintains attention, concentrates and sits quietly during appropriate activity. Uses language to imagine and recreate roles and experiences	Respond to what they hear with relevant actions and questions. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Express themselves	Children listen attentively a range of situations. They listen to stories, accuratel anticipating key events an respond to what they hear with relevant comments, questions or actions. They give their attention to wh

	<p>vocabulary that reflects the breadth of their experiences. Responds to simple instructions.</p> <p>Lost and Found Things we like Have you filled your bucket today? Friendship recipe</p>	<p>What can you hear? Teeny tiny bird cakes</p>	<p>Express themselves effectively. Responds to instructions involving a two-part sequence.</p> <p>Listen and repeat Bang the drum A musical treat What's that noise? Rhyme time Good listening – Simon Says</p>	<p>in play situations. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>What am I? Join in Are carrots orange? Use your senses Follow the recipe – fruit kebabs</p>	<p>effectively. Links statements and sticks to a main theme or intention. Use past tense. Follow instructions involving several ideas or actions.</p> <p>Treasure hunt Listen up! Speak up! Tell me about it Taking pictures Letter hunt</p>	<p>others say and respond appropriately, while engaging in another activity. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Amazing Africa Guess who Maasai What do I say? Let's look back Safari Fun Market time</p>
PD	<p>Dresses with help. Manage their own personal needs. Observes the effects of activity on their bodies. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses one-handed tools and equipment. Can copy some letters.</p>	<p>Uses one-handed tools and equipment. Begins to form recognisable letters.</p> <p>Marvellous mud Fruit and vegetables Harvest Soup Smashing pumpkins</p>	<p>Experiments with different ways of moving. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Musical statues March to the beat Scrunch, scrape and shake</p>	<p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food. Handle equipment and tools effectively.</p> <p>Get moving Healthy foods</p>	<p>Move confidently in a range of ways. Handle pencils effectively for writing. Handle equipment and tools effectively.</p> <p>Our moving movie Trace and form</p>	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal</p>

		Zip it! Parachute play					needs successfully, including dressing and going to the toilet independently. Move like animals Mud mixing
Author Focus		Marcus Pfister	David McKee	Rod Campbell	Eric Carle	Janet & Allan Ahlberg	Eileen Browne
Suggested texts		The Rainbow fish Rainbow Fish to the Rescue Rainbow Fish and the blue Whale	Elmer Elmer and Rose Elmer and rainbow Not now Bernard Elmer and the butterfly Elmer and the whales Elmer's new friend	Noisy Farm Animal Rhymes Dear Zoo Oh Dear How Many?	The Very Hungry Caterpillar The Grouchy Ladybird Brown Bear, Brown Bear What do you see? The Very Bust Spider From Head to Toe	It was a dark stormy night, Burglar Bill Jeremiah in the dark woods The Jolly postman The Jolly Pocket postman	Handa's Surprise Handa's Hen Wait for Me! Handa's Noisy Night
L	Reading	Through exposure to a wide range of rich text both in the environment and through shared reading, children will develop an interest in books and language. They will use this to explore and 'read' books independently.	Use phonic knowledge to begin to segment and blend simple words to read. Develop skills and vocabulary to talk about stories, characters and settings as well as predict what might happen.	Use phonic knowledge to read simple sentences and high frequency words. Use their knowledge of vocabulary and text to answer simple questions about the text.	Begin to understand they can use strategies other than phonics knowledge to support them when reading – reading strategies. Answer questions about what they have read.	Read a range of text that is appropriate to their phonological level. Recognise and read high frequency words. Show an understanding of what they read by discussing with others and answering questions.	Use their phonic knowledge; understanding of text and developing vocabulary to read for a range of purposes. Use phonic knowledge as well as other strategies.
	Phonics (Letters and Sounds)	Teach: Baseline/Phase 1 (2 weeks) Phase 2 (6 weeks) Set 1 – s a p t Set 2 – i n m d Set 3 – g o c k Set 4 – ck e u r Set 5 – h b f ff l ll ss Revision/Assessment	Phase 3 (12 weeks) Set 6 – j v w x Set 7 – y z/zz qu Set 8 – ch sh th ng Ai ee igh oa Revision/Assessment	Phase 3 continued Oo ar or Ur ow oi Ear air ure er Revision/Consolidation Assessment	Phase 4 (4-6 weeks) Revision/Consolidation Assessment	Phase 4 and consolidation Revision/Assessment	Phase 4 and consolidation Phase 5 (If ready) Revision/Assessment
	Writing	Use emergent mark making and give meaning to the marks they make. Begin to use some letters in writing and verbally identify initial sounds which they may begin to use in their writing – alongside phonic knowledge. Create labels and record for a purpose.	Have a go at writing irregular common words and using phonic knowledge to write words in ways which match their spoken sounds; use clearly identifiable letters to communicate meaning, representing some sounds clearly and in sequence. Write labels and lists.	Use phonic knowledge to write simple sentences with some sounds correctly represented. Write labels, lists, letter, simple captions and sentences.	Write a simple description of characters, items or environments. Understand what an adjective is and make suggestions that they could use in their writing. Write simple sentences and spell words phonetically correct. Write letters, lists, recipes, descriptions, sentences, captions and simple stories.	Write simple stories and use key vocabulary. Understand key features of text. Write simple captions that can be read by themselves and others. Spell high frequency words correctly and others phonetically correct.	Write sentences using full stops, capital letters and finger spaces. Use key features of text and write different purposes – write simple stories, descriptor letters, recipes, lists etc.

L	T4W	Poetry	Baseline Assessments	Week 1 Autumn Poem	Week 1 5 Little Snowmen	Week 1 Spring / Seasons poem	Week 1 5 Little Men on a flying saucer	Week 1 Animal Riddle	
		Vocabulary	Poem, rhyme, poetry, rhythm, verse, paragraph						
		Narrative	Weeks 4-6 Wishing Tale The Rainbow Fish by Marcus Pfister	Weeks 2-4 Defeat Monster Tale The Three Billy Goats Gruff adapted by Mara Alperin	Weeks 2-4 Rags to Riches Tale The Ugly Duckling adapted by Mara Alperin	Weeks 2-4 Rags to Riches Tale Jack and the Beanstalk adapted by Mara Alperin	Weeks 2-4 Journey Tale Whatever Next by Jill Murphy	Weeks 2-4 Character Flaw The Gingerbread Man adapted by Mara Alperin	
		Vocabulary	Fiction, story, Once upon a time, First, Then, Next, But, So, Finally, happily ever after, story map, re telling, beginning, middle, end						
		Non-fiction	Weeks 7-8 Labels and Captions	Weeks 5-6 Lists	Weeks 5-6 Instructions	Week 5 Persuasive Letter	Weeks 5-6 Information / Fact finding	Week 5 Trip recount	
		Vocabulary	Names, Label, Captions, List, Diagrams, Message, Non fiction						
M	Number	Counting stories and rhymes, choral counting, group counting							
		Say the sequence 1 - 10 Count 10 objects Apply the counting principles to counting 10 Recognise the numerals 1-10 Counting to 5,7,10	Say the sequence 1 - 20 Count up to 20 objects Apply the counting principles to counting 2 Counting beyond 10	Count 11 Identify groups that are the same Identify the group that has more Use the language of 'more than' to compare two groups of objects Identify the group that has fewer Begin to understand the empty set and zero Use the language of 'fewer than' to compare two groups of objects Use a number track up to 20 to compare two numbers Make links between more than and fewer than Put groups of objects in order by finding which is more Put groups of objects in order identifying which has most Put groups of objects in order by finding which is fewer or less Put groups of objects in order by identifying which has least Use a number track to order numbers Find and represent all subtraction number facts of 13 Find 1 more Begin to understand the empty set and zero Find 1 more than a given group of objects Say the	Combine two groups of objects to find the total by counting all Count on to find the total Use vocabulary of addition Solve problems by adding two single digit numbers Begin to understand the empty set and zero. Find 1 less or fewer than a given group of objects Say the number that is one less or one fewer than a given number up to 20 Locate one less on a number track Use the language of taking away 1 to find 1 less Take away from a group and count how many are left Count back Use vocabulary of subtraction Solve problems by subtracting a single digit number Add, 1 less and take away	Partition Combine two groups Take away from a group Count on and back Use vocabulary of addition and subtraction. Calculating within 5, 7, 10. Doubling, halving	Double numbers Combine two equal groups in a practical context Repeat addition to find doubles Solve problems involving doubling Share to solve problems Share into equal groups in context Solve problems involving sharing Halve amounts practically Share into two equal groups in a context Solve problem involving halving Revisit aspects of number from assessment Double Numbers, Halving, share equally, Number		

				number that is one more than a given number up to 20 Locate one more on a number track Use the language of adding 1 to find 1 more			
	Vocabulary	Number, zero, one, two, three to twenty (and beyond), teens, eleven, twelve, none How many? Count on (to or from) count up (to), count back (to or from) count in ones, twos, fives, tens is the same as, equals, balances, as many as more, larger, bigger, greater, biggest, most, less, fewer, smaller, smallest, least, odd, even		Compare, order, find 1 more			
	SSM	Talk about how 3D shapes are the same or different. Match some shapes by recognising similarities and orientation Find 3D shapes in the environment Sort everyday objects according to their shape Count how many objects share a particular property, presenting results using pictures, drawings, or numerals 3D Shapes	Use the language of long, longer than, longest and short, shorter than and shortest. Compare two items by length. Solve problems using comparison of length. Follow instructions to find something Give instructions to find something Follow a route. Give instructions to follow a route. Describe a simple pattern. Continue a simple pattern and make a simple pattern Length, position, pattern	Use the language of heavy, heavier than, heaviest, light, lighter than and lightest. Compare two items by weight Find things the same weight Order items by weight Solve problems using comparison Use the language of full, more than, fuller, fullest and empty, less than, emptier and holds the least. Compare two quantities by Find things the same capacity Order items by capacity Weight, capacity	Use everyday language of time Recognise familiar times of the day Put events in order Measure short periods of time Talk about how 2D shapes are the same or different. Match some shapes by recognising similarities and orientation Find 2D shapes in the environment Sort everyday pictures according to their shape Count how many shapes share a particular property, presenting results using pictures, drawings, or numerals Begin to use mathematical names for '2-D shapes, and mathematical terms to describe shapes, such as flat, straight, curved, 'it is like a...' Use everyday language associated with money, such as coin, pound, penny, cost, buy Use role play for shopping Time, 2D shape, money	Revisit learning from term 1, 2 and 3 and solve problems 3D shapes, length, pattern, weight, position	Revisit learning from term 3/4 and solve problems Revisit aspects of Shape Space and Measures base on assessment Time, capacity, 2D shape, Money
	Vocabulary	3D shapes, Face, edge, vertex, vertices, Cube, pyramid, sphere, cone	Measure, size, compare, guess, estimate, Enough, not enough, too much, too little, too many, too few, Nearly, close to, about the same as, just over, just under, Length,	Measure, size, compare, guess, estimate, Enough, not enough, too much, too little, too many, too few, Nearly, close to, about the same as, just over, just under, Weigh, weighs, weighs	Money, Coin, penny, pence, pound, Price, cost, Buy, Sell Spend, spent, pay Count, sort, group, set, list, 2D shapes, Corner, side, rectangle	Position, Over, under, above, below, top, bottom, side, On, in, outside, inside, around, in front, behind, back, front, Beside, next to, opposite, apart, between, middle,	Time, Days of the week (Monday, Tuesday etc.) D. week, Birthday, holiday, morning, afternoon, even night, Bedtime, dinner tirn, playtime, Today, yesterday

			<p>height, width, Long, short, tall, High, low, Wide, narrow, thick, thin, Longer, shorter, taller, higher, Longest, shortest, tallest, highest, far, near, close</p> <p>Count, sort, group, set, list, Pattern, puzzle, repeating pattern, Bigger, larger, smaller, Symmetrical, What could we try next? How did you work it out? Recognise, describe, draw, compare</p> <p>Position, Over, under, above, below, top, bottom, side, On, in, outside, inside, around, in front, behind, back, front, Beside, next to, opposite, apart, between, middle, edge, corner, Direction, left, right, up, down, Forwards, backwards, sideways, Across, next to, close, near, far Along, through, to, from, towards, away from</p>	<p>the same as, balances, heavy, light, heavier than, lighter than, heaviest, lightest, scales</p> <p>Measure, size, compare, guess, estimate, Enough, not enough, too much, too little, too many, too few, Nearly, close to, about the same as, just over, just under, Full, empty, holds, container, half full, holds more, holds less</p>	<p>(including square), Circle, triangle,</p> <p>Time, Days of the week (Monday, Tuesday etc.) Day, week, Birthday, holiday, morning, afternoon, evening, night, Bedtime, dinner time, playtime, Today, yesterday, tomorrow, Before, after, now, soon, early, late, Quick, quicker, quickest, quickly Slow, slower, slowest, slowly Old, older, oldest, New, newer, newest, Takes longer, takes less time, hour, o'clock Clock, watch, hands, Measure, size, compare, guess, estimate</p>	<p>edge, corner, Direction, left, right, up, down, Forwards, backwards, sideways, Across, next to, close, near, far Along, through, to, from, towards, away from</p> <p>Measure, size, compare, guess, estimate, Enough, not enough, too much, too little, too many, too few, Nearly, close to, about the same as, just over, just under, Length, height, width, Long, short, tall, High, low, Wide, narrow, thick, thin, Longer, shorter, taller, higher, Longest, shortest, tallest, highest, far, near, close Count, sort, group, set, list, Pattern, puzzle, repeating pattern, Bigger, larger, smaller, Symmetrical, What could we try next? How did you work it out? Recognise, describe, draw, compare</p> <p>Measure, size, compare, guess, estimate, Enough, not enough, too much, too little, too many, too few, Nearly, close to, about the same as, just over, just under, Weigh, weighs, weighs the same as, balances, heavy, light, heavier than, lighter than, heaviest, lightest, scales</p>	<p>tomorrow, Before, after, now, soon, early, late, Qui</p> <p>quicker, quickest, quickly Slow, slower, slowest, slo</p> <p>Old, older, oldest, New, newer, newest, Takes lon</p> <p>takes less time, hour, o'clk</p> <p>Clock, watch, hands, Measure, size, compare, guess, estimate</p> <p>Count, sort, group, set, lis</p> <p>2D shapes, Corner, side, rectangle (including squar</p> <p>Circle, triangle,</p> <p>Measure, size, compare, guess, estimate, Enough, i</p> <p>enough, too much, too lit</p> <p>too many, too few, Nearly</p> <p>close to, about the same a</p> <p>just over, just under, Full, empty, holds, container, f</p> <p>full, holds more, holds les</p>
UtW	PC	Shows interest in different occupations and ways of life. Recognises and describes special times or events for family or friends.	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Enjoys joining in with family customs and routines. Show sensitivity to other children's likes and dislikes.	Say how other traditions are the same or different to their own. Family mealtimes Celebrations and family traditions	Say how other traditions are the same or different to their own.	Children talk about past a present events in their ow lives and in the lives of far members. They know that other children don't alwa enjoy the same things, an are sensitive to this. They

		<p>Celebrations and family traditions</p> <p>People Who help me at home</p>	<p>Celebrations and family traditions</p> <p>Woodland walk</p>	<p>My music, your music</p> <p>Celebrations and family traditions</p>		<p>Celebrations and family traditions</p> <p>Then and now</p>	<p>know about similarities and differences between themselves and others, among families, communities and traditions.</p> <p>Celebrations and family traditions</p> <p>A day in the life</p>
TW	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>What is it?</p>	<p>Shows care and concern for living things and the environment. Developing an understanding of growth, decay and changes over time.</p> <p>Icy treasures</p> <p>Acorns and conkers</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Looks closely at similarities, differences, patterns and change.</p> <p>Sound walk</p> <p>How are sounds made?</p> <p>Mystery sounds</p>	<p>Looks closely at similarities, differences, patterns and change. Say how objects are the same or different. Talk about changes.</p> <p>Super market visit</p> <p>Let's look closely</p> <p>Are all carrots orange?</p>	<p>Looks closely at similarities, differences, patterns and change. Say how objects are the same or different. Talk about changes.</p> <p>Where in the world</p> <p>Switches</p>	<p>Children know about similarities and difference relation to places, objects materials and living things</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Who am I?</p> <p>Why do zebras have stripes?</p> <p>Whose baby?</p>	
Technology	<p>Purple Mash</p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers</p>	<p>Purple Mash</p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Purple Mash</p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Purple Mash</p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Purple Mash</p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Purple Mash</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	

EAD	BI	Engages in imaginative role play based on own first-hand experiences. Builds stories around toys. Uses available resources to create props to support role play. Uses movement to express feelings. People Who help us – role play Small World scenario’s Show me!	Introduces a storyline or narrative into their play. Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Autumn – role play Santa’s workshop – role play Crispy Leaves	Plays alongside other children who are engaged in the same theme. Represent their own ideas, thoughts and feelings through role play. Musical Theatre – role play	Plays alongside other children who are engaged in the same theme. Represent their own ideas, thoughts and feelings through role play. Creates simple representations of events, people and objects. Class supermarket – role play Mr Potato and Mrs Carrot!	Plays co-operatively as part of a group to develop and act out a narrative Technology shop – role play	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. African rainforest – role play African landscapes I want to be a lion
	EUMM	Explores colour and how colours can be changed. Explores what happens when they mix colours. Taps out simple repeated rhythms. Explores the different sounds of instruments. Friendship colours Hearts – playdough Music - Me!	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Begins to build a repertoire of songs and dances. That’s not my hedgehog Music - My stories	Explores and learns how sounds can be changed. Explores the different sounds of instruments. Begins to build a repertoire of songs and dances. Play me! Singing rhymes Music wall Music - Everyone	Selects appropriate resources and adapts work where necessary. Use a variety of materials and techniques. Experiment with colours. Still life Edible paint Music - Our World	Understands that different media can be combined to create new effects. Use a variety of materials and techniques. Experiment with colours. Experiment with designs. Loose parts Drip and splash – Jackson Pollock Digital art Music - Big Bear Funk	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Music - Reflect, rewind and replay

