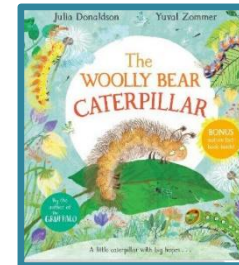


Reception Curriculum


Summer Term first draft - to be developed further with subject leaders



Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Theme					Lifecycles / Mini-Beasts	Journeys / Transport
Planning around a quality text:						
Linked texts Fiction					<ul style="list-style-type: none"> ▪ Caterpillar to Butterfly – National Geographic ▪ Christopher's Caterpillars ▪ Bumble Bear 	<ul style="list-style-type: none"> ▪ Somebody Crunched Colin ▪ Ten Things I Can Do to Help My World ▪ New from Old, Recycling Plastic ▪ The Queen's Handbag
Linked rhymes / songs					<ul style="list-style-type: none"> ▪ Butterfly Cycle ▪ There is a Tiny Caterpillar ▪ Ten / Twenty Little Butterflies ▪ Out of the Ark Minibeast song 	<ul style="list-style-type: none"> ▪ Butterfly Cycle ▪ There is a Tiny Caterpillar ▪ Ten / Twenty Little Butterflies ▪ Out of the Ark Minibeast song
Occupations	▪	▪	▪	▪	<ul style="list-style-type: none"> ▪ Gardner 	<ul style="list-style-type: none"> ▪ Park Ranger ▪ Conservationist ▪ Bus conductor
Trips/Visitors Enrichments		○			<p>Video:</p> <ul style="list-style-type: none"> ○ Bumble bees <p>Trip:</p> <ul style="list-style-type: none"> ○ Visit to the farm 	<p>Video:</p> <ul style="list-style-type: none"> ○ Monterey Live webcam <p>Trip:</p> <ul style="list-style-type: none"> ○

Characteristics of Effective Learning *to be embedded through all areas of learning ... creating powerful learners and thinkers*

Playing & Exploring

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Plan and think ahead about how they will explore or play with objects
- Guide their own thinking and actions by talking to themselves while playing
- Make independent choices
- Do things independently that they have been previously taught
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning
- Respond to new experiences that you bring to their attention

Active Learning

- Participate in routines, such as going to their cot or mat when they want to sleep.
- Begin to predict sequences because they know routines
- Show goal-directed behaviour
- Begin to correct their mistakes themselves
- Keep on trying when things are difficult.

**Thinking and Creating
Critically**

- Take part in simple pretend play
- Sort materials
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems
- Use pretend play to think beyond the 'here and now' and to understand another perspective
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn

Spring

Summer – informed by end of Spring data

Learning Priorities: [Linked to Development Matters 2021](#)

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
- Listen to and talk about stories with confidence
 - ⇒ Discuss plot, main problem and solution / ending
 - ⇒ Talk about the feelings, actions and motives of main characters
 - ⇒ Adapt and create their own texts
- Listen to and talk about non-fiction texts, developing new knowledge and vocabulary
 - ⇒ Link to their own experiences
 - ⇒ Use new vocabulary in different contexts
- 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.
 - ⇒ Showing awareness of the listener – (i) turn taking (ii) depth of information required
- Understand humour more readily *e.g., nonsense rhymes/jokes*
 - ⇒ Discuss likes / dislikes – giving reasons

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
 - ⇒ Speak with confidence using: □ full sentences □ range of connectives □ tenses
- 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.
- Engage in conversations with peers and adults,
 - ⇒ Responding appropriately to what others are saying
 - ⇒ Asking questions and offering comments
- Use talk to work out and solve problems, using relevant vocabulary
- Retell some familiar stories with increasing confidence using story language
- Use new vocabulary in an increasing range of contexts

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

Educational Programme: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn	Spring	Summer - informed by end of Spring data
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Learning Priorities: [Linked to Development Matters 2021](#)

		<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Show an understanding of own feelings and those of others, and begin to regulate behaviour accordingly <ul style="list-style-type: none"> ⇒ Identify, moderate and express own feelings ⇒ Think about the perspectives of others ▪ Set and work towards simple goals <ul style="list-style-type: none"> ⇒ Complete Weekly Challenges with developing independence ▪ Give focused attention in a range of contexts <ul style="list-style-type: none"> ⇒ Follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> ▪ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <ul style="list-style-type: none"> ⇒ Begin to monitor and adapt work as required ⇒ Bounce back when things get difficult ⇒ Solve real problems □ through daily routine □ in play ▪ Explain the reasons for rules, know right from wrong and try to behave accordingly ▪ Manage their own basic hygiene and personal needs throughout the day ▪ Participate in discussions about overall health and well-being <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ See self as a valuable individual with different interests and experiences ▪ Form positive attachments to adults and friendships with peers <ul style="list-style-type: none"> ⇒ Work / play cooperatively with others ⇒ Resolve conflicts using talk ▪ Show sensitivity to their own and to others’ needs ▪ Continue to see self as a valuable individual <ul style="list-style-type: none"> ⇒ Likes / dislikes ⇒ Learning strengths <p>Key vocabulary: ■ emotion ■ frightened ■ angry ■ frustrated ■ excited ■ confused ■ disappointed ■ proud ■ pleased ■ lonely ■ weekly challenge ■ goal ■ instruction ■ independent ■ team</p> <p><i>* Also see text planning</i></p>
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PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn

Spring

Summer - informed by end of Spring data

Learning Priorities: [Linked to Development Matters 2021](#)

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others
 - ⇒ Adjusting direction and speed quickly and with confidence
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
 - ⇒ Move with confidence in a range of ways
 - ⇒ Make changes to body shape, position and pace of movements
 - ⇒ Perform a sequence of movements
- Demonstrate increasing control over small apparatus, including bats and balls
 - ⇒ Participate in group games □ follow rules, □ record scores
 - ⇒ Make up games with their peers and explain to others
- Understand and talk about the different factors that support overall health and wellbeing
 - ⇒ Explain the importance of □ regular physical activity □ healthy eating □ toothbrushing □ sleep □ sensible amounts of screen time □ being a safe pedestrian

Fine Motor Skills

- Use a range of small tools, including scissors, paint brushes and cutlery, demonstrating good control and coordination
- **Begin to** show accuracy and care when drawing.
- Hold a pencil effectively to develop a fluent handwriting style
- Form all letter families correctly: □ long ladder □ one-armed robot □ curly caterpillar □ zig-zag
- Form capital letters correctly

Vocabulary development: ■ land ■ crouch ■ squat ■ sideways ■ speed – fast / slow ■ poise ■ balance ■ team ■ skill ■ obstacle ■ apparatus ■ stop watch ■ time ■ mould ■ linked to letter formation

** Also see text planning / P.E programme*

LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Autumn

Spring

Summer - informed by end of Spring data

Learning Priorities: [Linked to Development Matters 2021](#)

Reading: Comprehension / Word Reading

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play □ Retell story in small world / role play (in correct sequence) □ Take on role of characters using some story language □ Talk about likes and dislikes of texts, rhymes and poems
- Anticipate, where appropriate, some key events in stories
- Talk about story events, story structure (*beginning, middle and end*), characters and settings in response to questions
- Answer a range of questions (*including some simple inferential and deductive questions*) with relevant comments
- Continue to consolidate concepts about print: □ Identify and name different parts of a book, including for non-fiction texts (*e.g. contents page, label, illustration, caption*) □ **Begin to** understand page numbers □ Know that a sentence starts with a capital letter and ends with a full stop
- Consolidate foundational phonics (phase 1) with a focus on the application of oral blending and segmenting
- Know and apply school's systematic synthetic phonics programme: □ Grapheme phoneme correspondence □ Blending and segmenting skills □ High frequency words
- Read labels, captions and some simple sentences using current phonic knowledge (in line with school's phonics programme)
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment

Writing

- Spell: □ CVC words, including with taught digraphs / trigraphs □ taught common exception words
- Orally rehearse caption / sentence before writing it
- Write a caption / sentence □ Include spaces between each word □ Use a capital letter and full stop correctly.
- **Begin to** compose a sequence of 2-3 simple sentences
- Re-read what has been written to make sure it makes sense

* *Also see text planning*

MATHEMATICS: □ Numerical Pattern □ Number

Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn

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Summer

Learning Priorities: [Linked to Development Matters 2021](#)

Numerical Pattern / Number

Shape, Space & Measure

UNDERSTANDING THE WORLD □ Past and Present (KS1: History)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

Chronology

The Big Picture of Events Across Time:

- ⇒ Recall key events / celebrations throughout the Reception Year
- ⇒ Know that there are four seasons across the year and begin to talk with confidence about the changes that occur

Sequence:

- ⇒ Talk confidently about daily routine at home and school – *earlier, later, evening*
- ⇒ Use sequencing vocabulary when talking about events in stories or in their own lives
- ⇒ Understand the repeating sequence of the seasons
- ⇒ Sequence and innovate events in familiar stories

Duration:

- ⇒ Recite the days of the week and the months of the year
- ⇒ Understand the difference between a day and a week and *begin to* recognise longer periods of time - *school holiday, one / two weeks, month, year*

Sense of period:

- ⇒ Develop a sense of 'a long time ago'
 - Look at vehicles
- ⇒ Recognise and talk about similarities and differences between the past and present
 - Talk about the start / end of the Reception Year
 - Vehicles from the past and now

Vocabulary development: ■ now ■ next ■ old ■ new ■ ago ■ past ■ yesterday ■ today ■ same ■ different

** Also see text planning*

UNDERSTANDING THE WORLD □ People, Culture & Communities (KS1: R.E)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn

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Learning Priorities: [Linked to Development Matters 2021](#)

Self Awareness

- Develop a deep awareness of self
 - ⇒ Talk confidently about self and what makes them unique
 - ⇒ Compare own likes / dislikes with others and talk confidently about similarities and differences
 - ⇒ Show respect for the choices and decisions of others

My Family and Other Families

- Talk about members of their immediate family, people who are familiar to them and their community and make comparisons
 - ⇒ Identify similarities / differences between different families
 - ⇒ Talk about family customs and routines using some correct vocabulary
 - ⇒ Imitate everyday life / special events from family life (domestic role play)

Friendships

- Develop friendships
 - ⇒ Maintain friendships and play collaboratively
 - ⇒ Show respect for others when playing

Different Cultures

- Demonstrate positive attitudes and a deeper understanding of the differences between people
 - ⇒ Talk about similarities between themselves and others, within the school / local community with developing appreciation and respect
- Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class
- Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps
- Recognise that people have different beliefs and celebrate special times in different ways
- Understand that some places are special to members of their community - *places of worship e.g. mosque, temple, church*
- Talk about and describe people who are familiar to them

Vocabulary development: ■ unique ■ same / different ■ tradition ■ places of worship

** Also see text planning*

UNDERSTANDING THE WORLD □ People, Culture & Communities (KS1: Human Geography) □ Natural World (KS1: Physical Geography)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

Autumn

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Learning Priorities: [Linked to Development Matters 2021](#)

Different Occupations

- **Continue to** show interest in different occupations and talk about them
 - ⇒ Linked to focus texts
 - ⇒ Everyday life / experiences

Local Environment / Different Places

- Draw information from a simple map
 - ⇒ Find places of interest
 - ⇒ Draw and create their own maps using objects, pictures, symbols and signs and adding increasing details / features
- Describe a journey e.g. *to school, on holiday, visit to the farm*
 - ⇒ Name different types of transport
 - ⇒ Directions / distance
 - ⇒ Name familiar places / features
- Participate in summer walk around school / local community; visit to the farm
 - ⇒ Observe and name key features of the environment
 - ⇒ Describe weather and seasonal changes observed
- Understand the importance of caring for the natural environment and living things
 - ⇒ Recycling*Glass, Plastic, Card / paper, pollution*
 - ⇒ Saving energy
- Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Compare and contrast local community with story settings – what is the same / different?
- 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.
 - ⇒ Life experiences...*food, houses, transport, clothing*
 - ⇒ Natural features*mountain, volcano, river, sea / ocean, island, forest, jungle, city*
 - ⇒ Animals.....*Wild animals – including ocean*
 - ⇒ Weather..... *sunny, warm, hot*

Vocabulary development: * *Also see text planning*

UNDERSTANDING THE WORLD □ Natural World (KS1: Science)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn

Spring

Summer

Living Things – Animals (including humans) and plants

- Explore the natural world around them, making observations and drawing pictures of plants and animals
- Understand the need to respect and care for the natural environment
 - ⇒ Handle living things with care
 - ⇒ Understand and talk about how to look after animals and plants
 - ⇒ Explore and talk about a variety of animal habitats and what animals need to survive
 - ⇒ **Begin to** understand how plants and animals help each other
 - ⇒ Importance of recycling and not polluting
- **Begin to** recognise and name some parts of plants and animals
- Understand what some different parts of animals are used for e.g. *wings, antennae*
- Observe and talk about lifecycles using some correct terminology
 - The Butterfly

Materials

- **Begin to** explore and talk about the properties of different materials
- **Begin to** sort and group different materials – recycling

Vocabulary development: * *Also see text planning*

EXPRESSIVE ARTS & DESIGN: □ Creating with Materials (KS1 Art & Design / DT)

Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

Drawing

- Create drawings based on feelings, real / imaginative experiences and stories.
 - ⇒ Maps / Journeys
 - ⇒ Scenes from stories
- Use drawing tools with care and increasing precision.
- Draw with increasing complexity and detail – minibeasts, animals, plants, vehicles

Painting

- Be able to select a brush and use a 'dip, paint, wash and wipe' technique to keep colours clear.
- Observe colour in nature and represent it in artwork; mixing colours to match what they see
 - ⇒ Plants / minibeasts*patterns, stripes, spots, markings*
 - ⇒ Transport
 - ⇒ Different environments / habitats linked to focus texts
- Use printing techniques with independence to make patterns and pictures, using a variety of artistic effects
 - Printing with Wheels / tyres

Collage

- Independently assemble different pieces to create a picture or pattern.
- Combine materials to create representations of objects with increasing skills
- Collage vehicle with moving parts – using split pins for wheels
- Use imagination / observation, building on their previous learning, to represent their ideas.

Sculpture / 3D

- Make models with a purpose and with increasing skill (*e.g. shaping, moulding or combining pieces*)
 - ⇒ Make models with recycled materials and moving parts
- Make imaginative structures, using tools with control
- Explore a wide range of materials, making simple forms
- 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
 - ⇒ Explain which tools / techniques they have used and why
 - ⇒ Say what they like about their work and what they have done well

Vocabulary development: * *Also see text planning*

EXPRESSIVE ARTS & DESIGN: □ Being Imaginative & Expressive (KS1 Music / Performing Arts)

Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

Role Play / Drama

- Make use of props and materials when role playing characters in narratives and stories.
 - ⇒ Acting out / performing familiar stories
 - ⇒ Link to transport theme and occupations
- Invent, adapt and recount narratives and stories with peers and their teacher;
 - ⇒ Perform some familiar stories to others with props and resources – using made masks / puppets
 - ⇒ Adapt some familiar stories with their own events / characters
 - ⇒ Use story maps to support their performances
- Take part in pretend play, extending narrative
 - ⇒ Imitate home experiences (home corner)
 - ⇒ Imitate life experiences linked to different seasons
 - ⇒ Celebrations

Music / Performance

- Express how music makes them feel and begin to identify why they like some music more than others
- Describe the sound of different music *e.g. loud, soft, high, low, fast, slow*
- Begin to use instruments to read / play some simple rhythms / beats
 - ⇒ Explore instruments from different countries / cultures
 - ⇒ Make a wide range of sounds
- Explore dance and music from other countries and cultures linked to journeys theme
 - ⇒ Copy / represent movements
- Perform dances for others, solo or in small groups
 - ⇒ **Begin to** link / sequence movements
- Sing a range of well-known nursery rhymes and songs;
 - ⇒ Linked to sea life / transport / journeys
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Vocabulary development: * *Also see text planning*

Calendar of Key School Events	Sept:	Oct:	Nov:	Dec:	Jan:	Feb:	Mar:	Apr:	May:	June:	July:

EVALUATION:

AUTUMN TERM:
SPRING TERM:
SUMMER TERM: