



	Reception Autumn	Reception Spring	Reception Summer	ELG Checkpoint
Narrative Play (Reading)	Develop storylines in their pretend play.			
	<p>Model role play and small world play in the environment to groups of children with another adult, using appropriate props and language. Provide related costumes and props for children to incorporate into their pretend play. Help children who find it difficult to join in pretend play. Stay next to them and comment on the play. Model joining in. Discuss how they might get involved. Offer opportunities for children to go to a live performance, such as a theatre trip, watching the nativity.</p>	<p>Provide a wide range of props for play which encourage imagination. Suggestions: different lengths and styles of fabric can become capes, the roof of a small den, a picnic rug or an invisibility cloak. Support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts. Help children who find it difficult to join in pretend play by joining in the play and giving the child a role, playing with them.</p>	<p>Provide a wide range of props for play which encourage imagination. Suggestions: a selection of natural resources, blank card to make signs and maps, loose parts (big and small) and traditional tales and rhymes props. Children to be encouraged to solve conflicts and decide the narrative of play between themselves. Offer opportunities for children to go to a live performance, such as a play.</p>	<p>BI - Invent, adapt and recount narratives and stories with peers and their teacher. CM - Make use of props and materials when role playing characters in narratives and stories.</p>
Sounds and Music	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making, performing solo or in groups. Love Music Trust - Reception Curriculum unit 7 - 12</p>			
	<p>Participate in singing games, sing call-and-response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat them regularly. Sing slowly, so that children can listen to the words and the melody of the song. Encourage children to create their own music. Music table with simple percussion instrument eg tambourine, triangle, drum, bells</p> <p>Children can sing and perform 3 nursery rhymes confidently.</p>	<p>Notice and encourage children to keep a steady beat (pulse), this may be whilst singing and tapping their knees or making their own music with instruments and sound makers. Sing and chant familiar rhymes in unison, responding to simple visual directions, stop, start, loud and quiet Encourage children to create their own music linked to a theme, story or event. Identify fast and slow tempo when listening to music Music table with simple percussion instruments 'maracas', 'guiro', 'cabassa' - include sound pattern cards to encourage making given tunes.</p> <p>Children can sing and perform 6 nursery rhymes confidently.</p>	<p>Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Respond to questions about music they have listened to with simple descriptions Play pitch-matching games, humming or singing short phrases for children to copy. Encourage children to create their own music. Respond to music in an intuitive way through movement, matching emotions, tempo and dynamics. Identify high and low pitch and fast and slow tempo when listening to music Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. Start and finish together with others. Music table with simple untuned and some tuned instruments eg hand bells, xylophone, chime bars.</p> <p>Children can sing and perform 10 nursery rhymes confidently</p>	<p>BI - Sing a range of well-known nursery rhymes and songs. BI- Perform songs, rhymes, poems and stories with others</p>

Dance and Movement	<p>Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in dance, performing solo or in groups.</p>			
	<p>Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca. Encourage children to replicate choreographed dances, including songs with actions, poetry basket actions and kids disco songs with actions (Superman, hokey cokey).</p>	<p>Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.</p>	<p>Notice and encourage children to keep a steady beat; this may be whilst dancing to music. Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example. Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.</p>	<p>BI - Perform songs and (when appropriate) try to move in time with music.</p>
Art and Design	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>			
	<p>Provide opportunities to work together to develop and realise creative ideas through large scale painting based on Kandinsky. Provide a range of materials and tools and teach children to use them with care and precision, including brushes and pencils. Promote independence, taking care not to introduce too many new things at once. (primary colours, black and white) Help them to define colours, shapes, texture in their own words Explore different paint techniques, splatter, print, finger paints (Poppies) Paint: circles by Kandinsky</p>	<p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. Provide opportunities to work together to develop and realise creative ideas through learning about natural sculptures using natural resources by Andy Goldsworthy. Provide a range of materials and tools and teach children to use them with care and precision, including watercolours (painting on ice), clay tools, different scissors and textured papers. Using dough, manipulate material in basic ways including rolling and kneading. Encourage children to notice features in the natural world. Sculpture - Andy Goldsworthy and sea creature clay sculptures</p>	<p>Provide opportunities to work together to develop and realise creative ideas through large collage based on Matisse - create dinosaur collages. Drawing: Provide a range of materials and tools and teach children to use them with care and precision, including chalk, charcoal and pastels. Discuss children's responses to what they see. Identify all available colours by name. Digital Media: Using a basic paint programme, children can create an image by selecting different colours and shapes. Collage - Matisse, Dinosaur Collages</p>	<p>CM - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. CM - Share their creations, explaining the process they have used.</p>
Design Technology	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>			
	<p>Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Teach children different techniques for joining materials, such as how to use adhesive tape. Provide a range of materials and tools and teach children to use them with care and precision. Skills: snipping, tearing, taping, chopping, grating Promote independence, taking care not to introduce too many new things at once. Woodwork - use of tools for a particular purpose, learn how to safely use a hammer, nail, screwdriver, screw, pliers. safety equipment - use of safety goggles</p>	<p>Discuss problems with their plans and makes, and how they might be solved as they arise. Teach children different techniques for joining materials, such as how to use different sorts of glue and tape. Provide a range of materials and tools and teach children to use them with care and precision. Look at and experience changes Skills: gluing, cutting, folding, blending, freezing Promote independence, taking care not to introduce too many new things at once. Use of saw and safety equipment, bench hook, clamp, safety gloves Woodwork - use of tools for a particular purpose, attaching, bottle tops and corks using nails and screws, using an elastic band to make a pulley learn how to use a saw Safety equipment - safety gloves, bench hooks and clamps</p>	<p>Reflect with children on how they have achieved their aims. Create a simple design, talking about its purpose and appeal. Skills: punching (shapes and holes), tying, rotating mechanisms, mixing, cooking Promote independence, taking care not to introduce too many new things at once. Evaluate: Talk about how you could improve your design or make for next time. Develop their own ideas, experience plan, make review process when working with wood and various materials/resources in the Atelier. Woodwork - use of tools for a particular purpose, battery screwdriver, experience the process of design, make and review. Children to plan designs, make and make changes where necessary.</p>	<p>CM - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. CM - Share their creations, explaining the process they have used.</p>