







Reception EYFS - Year Overview

2022/23

<p>Possible Theme <i>Themes are intentionally broad / loose in order to allow for children's interest.</i> <i>Begin each half term with questions and discussion encouraging the children to think about what the topic could refer to, what they already know and what they want to find out.</i></p>	<p style="text-align: center;">Autumn 1</p>  <p style="text-align: center;">Who Am I?</p> <p><u>Possible interests:</u></p> <p>Families, languages, countries, feelings & emotions, portraits</p>	<p style="text-align: center;">Autumn 2</p>  <p style="text-align: center;">What a wonderful world</p> <p><u>Possible interests:</u></p> <p>Countries, places, maps, animals, Recycling,</p>	<p style="text-align: center;">Spring 1</p>  <p style="text-align: center;">Once Upon a Time</p> <p><u>Possible interests:</u></p> <p>Traditional stories, past and present e.g. historical events, dinosaurs.</p>	<p style="text-align: center;">Spring 2</p>  <p style="text-align: center;">Change</p> <p><u>Possible interests:</u></p> <p>Plants, seasonal changes, weather, lifecycles, how we change.</p>	<p style="text-align: center;">Summer 1</p>  <p style="text-align: center;">Water</p> <p><u>Possible interests:</u></p> <p>Sinking and floating, pirates, water cycle, under the sea,</p>	<p style="text-align: center;">Summer 2</p>  <p style="text-align: center;">Up and away!</p> <p><u>Possible interests:</u></p> <p>Transport, space, planets, moon landing, inventions, travel</p>
<p>Class Focuses & Learning Aspirations <i>RWI assessments happen as and when needed throughout the year to inform groups and any sounds to revisit.</i></p>	<p>Settling in / class routines Gov Baseline Assessment RWI Baseline School Baselines & Tracker (ELG's/RE/PE) Introduce RWI- whole class Set 1</p>	<p>RWI Aspiration – Read all Set 1 Sounds, blend sounds into words orally Continue with class rules and expectations</p> <p>Progress assessment at end of Autumn 2 Assessments: RE / PE</p>	<p>RWI Aspiration – Blend sounds to read words, read short 'Ditty' stories</p>	<p>RWI Aspiration – Read Red story books</p> <p>Progress assessment at end of Spring 2 Assessments: RE / PE</p>	<p>RWI Aspiration – Read Green story books, read some Set 2 sounds</p>	<p>RWI Aspiration – Green or Purple story books</p> <p>Final Assessment – ELG's</p>
<p>Books & Stories <i>These are suggested stories with protentional links to the learning and interests that will encourage thought / discussion. Other stories may also be appropriate depending on where the children take their learning.</i></p>	<p>Key Books: The Colour Monster - Only one you – Linda Kranz I love my hair – Natasha Anastasia Tarpley Lion Inside – Rachel Bright Elmer – David McKee</p> <p>Other possible books: The Day the Crayons Quit – Drew Daywalt & Oliver Jeffers Squirrels who Squabbled – Rachel Bright</p>	<p>Key Books: Someone Swallowed Stanley – by Sarah Roberts Follow the Moon Home – Phillippe Cousteau At the same moment around the world – Clotilde Perrin Beegu – Alexis Deacon Rosie's Walk – Pat Hutchins</p> <p>Other possible books: Heads and Tails Insects – John Carty Monkey Puzzle – Julia Donaldson It's your world now – Barry Falls</p>	<p>Key Books: Goldilocks and the Three Bears The Three Little Pigs Jack and the Beanstalk Cinderella</p> <p>Other possible books: The street beneath my feet – Charlotte Guillain When I was a child – Andy Stanton & David Litchfield Lost in the Toy Museum – David Lucas</p>	<p>Key Books: Koala who could – Rachel Bright The Enormous Turnip Little Bears Spring – Eli Woolard Night Monkey, Day Monkey – Julia Donaldson Seasons come, Seasons go Tree – Britta Teckentrup</p> <p>Other possible books: And everyone shouted pull – Claire Llewellyn Night time around the world, Moon – Britta Teckentrup</p>	<p>Key Books: Once Upon a Raindrop – James Carter Tiddler – Julia Donaldson Bright Stanley – Matt Buckingham The Rainbow Fish – Marcus Pfister Stickman – Julia Donaldson Rhythm of the Rain – Grahame Baker-Smith</p> <p>Other Possible Books: Billy's Bucket – Kes Grey The Wide Wide Sea – Anna Wilson The River – Hanako Clulow Gracie the Lighthouse Cat – Ruth Brown</p>	<p>Key Books: How to catch a star – Oliver Jeffers Here We Are – Oliver Jeffers Whatever Next – Jill Murphy Owl Babies – Martin Waddell Astro Girl – Ken Wilson Max</p> <p>Other possible books: Look Up! – Nathan Bryon Emma Janes Aeroplane – Katie Haworth Journey – Aaron Becker Amelia Earhart–Little people Big dreams When we Walked on the Moon – David Long</p>
<p>Cross Curricular Links Maths <i>Maths Mastery (NCETM) is followed to support a deeper understanding of number. White Rose is followed to support understanding of measure, shape and spatial thinking.</i></p> <p>English <i>Following a combination of RWI and 'Talk through stories' within a language rich environment; a love of reading is encouraged and both vocabulary and letter formation are developed through purposeful experiences.</i></p>	<p>RE – God's World Maths – Composition within 5, cardinality / Compare size, mass and capacity, pattern English – develop mark making, name writing and recognition and communicating needs and interests, listening skills. Science – my body, healthy eating, oral health History – re-telling past experiences, how have I changed? Geography – countries, maps PE – health. Fitness, FMS ICT – technology in home corner, purple mash RHE – Handmade with Love / Me, My Body, My Health</p>	<p>RE God's Family & birth of Jesus Maths – composition within and beyond 5, whole & part / circles, triangles, positional language, shapes with 4 sides, time English – RWI, letter recognition and formation (see below for C&L / Literacy) Science – plants, animals, recycling & materials History – life in the past, in the future Geography – countries, places, maps, giving and following directions PE – FMS ICT – bee-bots, iPads to photograph and observe, purple mash RHE – Emotional wellbeing / Life-cycles</p>	<p>RE – Getting to know Jesus Maths – number bonds to 5, structure of 6 & 7, equal and unequal groups / Mass & capacity, length & height, time English - RWI, letter recognition and formation, storytelling (see below for C&L / Literacy). Science – materials, growing (humans & plants), classification (dinosaurs) History – How were things, places and clothes different in the past? Geography – story settings/types of homes, beach, forest, cottage, castle PE – healthy and unhealthy foods, FMS ICT – talking pegs to record stories, technology in the past, purple mash RHE – Role Models / Personal Relationships</p>	<p>RE - Sorrow & Joy Maths – 'doubles', sort odd and even numbers by 'shape', 3D shapes, spatial awareness, patterns English – RWI, word recognition, writing CVC words and some tricky words (see below for C&L / Literacy) Science – lifecycles, plants, day & night History – life in the UK & local area Geography – weather, water cycle, seasons PE – oral hygiene, baby teeth/new teeth ICT – Technology (past and present), purple mash RHE – Keeping Safe</p>	<p>RE - New life Maths – Explore representations of numbers e.g. ten frames / Spatial reasoning: match, rotate, manipulate, compose and decompose English - RWI, beginning to write simple sentences, re-telling stories in increasing detail, anticipate events (see below for C&L / Literacy) Science – sinking, floating, melting, freezing, materials, sea creatures History – Grace Darling, boats and objects from the past Geography – environments, bodies of water, water cycle and weather PE – health. Fitness, FMS ICT – Technology, inventions, purple mash RHE – Loving God & others</p>	<p>RE - The Church Maths – One more than & one less than, conceptual subitising e.g. rekenreks / Spatial reasoning: visualise and build, mapping English - RWI, write simple sentences, re-telling stories in increasing detail, anticipate events (see below for C&L / Literacy) Science – Space, planets History – Moon landing, Wright brothers, Amelia Earhart, toys and objects differences (e.g. telephones) Geography – travel, maps, giving and following directions PE – health. Fitness, FMS ICT - RHE – Living in the wider world</p>

Key Dates & Events	Phased Start: 7–16/9/22 Start full time: 19/9/22 Parents Meetings: 21/10/22	Stay and Play: 9,10,16/11/22 Remembrance Day: 11/11/22 Stuart Robinson Visit: 16/11/22 Curriculum Evening: 17/11/22 FS Nativity: 7&8/12/22 KS2 Concert at church: 15/12/22 Christmas Party: 19/12/22	W/S Mass (Epiphany): 6/1/23 Online Safety Day: 7/2/23 Parents invited for Online Safety Coffee Morning: 9/2/23	Ash Wednesday Mass: 22/2/23 Stay and Play: 1, 6, 8/3/23 Parents Meetings: 15/3/23 Reception Assembly: 21/3/23 Parents Meeting: 22/3/23		
Prime Areas	Autumn 1 <i>(Sept - Baseline)</i> Progression Steps	Autumn 2 <i>(End of December)</i> Progression Steps	Spring Term <i>(End of April)</i> Progression Steps		Summer <i>(End of July)</i> Early Learning Goals	
Communication and Language Listening Attention and Understanding Speaking	Listening, Attention and Understanding *I can follow a one- or two-part instructions. * I enjoy joining in at group times and story times. * I can talk to others and take it in turns to speak. Speaking * I can express a point of view *I can use talk to share what I think * I can use a sentence of 4-6 words * I can use speech as a way of starting to express myself	Listening, Attention and Understanding * I can demonstrate good listening behaviours * I can follow simple instructions (with two or more parts) reliably * I engage in story times * I like to join in with familiar songs and rhymes * I can wait and take turns in conversation Speaking * I am starting to share my ideas with familiar adults * I can talk to others (adults and children) * I use talk to organise my thoughts * I can listen to and talk about stories, rhymes and non-fiction * I can share my ideas using talk as a tool * I can say how I feel using talk as a tool	Listening, Attention and Understanding * I can respond to what I have heard by asking questions and saying what I think * I can say what I think * I ask questions about what I have heard * I can respond to what others say Speaking * I can share my ideas in small groups * I can share my ideas with familiar adults * I can explain events that have already happened in detail * I can engage in stories, rhymes and non-fiction sharing my ideas about them * I can start to use full sentences * I am starting to use past, present and future tenses		Language, Attention & Understanding <u>End of Reception aspirations</u> * 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 understanding. * Hold conversations when engaged in back and forth exchanges with their teachers and peers. Speaking <u>End of Reception aspirations</u> * Participate in small group, class and 1:1 discussion, offering their own ideas using recently introduced vocab. * Offer explanations for why things might happen, using recently introduced vocab from stories, non-fiction, rhymes and poems when appropriate. * Express their ideas and feelings about their experiences using full sentences including past, present, future tenses and making use of conjunctions with modelling and support from the teacher	

Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships	Self-Regulation * I can talk about feelings (happy, sad, angry) * I can choose what I need to complete a goal (short term) * I am starting to follow instructions	Self-Regulation * I can identify a range of different feelings * I can keep on trying when I find something difficult * I am starting to sit and listen more consistently during adult focus time * I can follow simple instructions	Self – Regulation * I can say how others are feeling based on their expressions and actions * I can say what I am good at and what I would like to improve * I can sit and listen during adult focus time * I can follow instructions with two or more parts	Self-Regulation <u>End of Reception aspirations</u> * 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 another activity and show ability to follow instructions involving several ideas or actions
	Managing Self * I am starting to become more confident when things are new (dealing with the transition) * I am showing an awareness of rules and how to behave in the classroom * I can toilet myself	Managing Self * I am starting to try new activities * I am starting to be aware of rules in the school and classroom * I can dress and undress for PE/ Forest School etc. * I am starting to know ways to stay healthy	Managing Self * I can keep on trying even when I am finding something difficult * I can follow the school and class rules * I can talk about the school and class rules * I can talk about what is right and wrong * I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.	Managing Self <u>End of Reception aspirations</u> * Be confident to try new activities and show independence, resilience and perseverance in the face of a 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 choices.
	Building Relationships * I can play with one or more children cooperatively * I can start to talk about the way I feel	Building Relationships * I can play with a small group of children, sharing ideas * I am starting to form good relationships with the familiar adults in my class * I can express and identify my feelings * I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc.	Building Relationships * I can use words to help solve conflicts with others * I can work well with others listening and sharing ideas * I can show friendly behaviour in the classroom and around school * I am developing friendships with lots of different people * I can identify how others feel and respond to them appropriately	Building Relationships <u>End of Reception aspirations</u> * Work and play cooperatively and take turns with others. * Form positive attachments to adults and friendships with peers. * Show sensitivity to their own and to others’ needs.

<p>Physical Development</p> <p>Gross Motor Skills</p> <p>Fine Moto Skills</p>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> * I can climb stairs using alternate feet * I can develop movement (using age appropriate bikes, scooters etc. * I can work with others to manage large items <p>Fine Motor Skills</p> <ul style="list-style-type: none"> * I show a preference for a dominant hand with a comfortable pencil grip * I can draw a picture 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> * I can use lots of different ways of moving appropriately * I can climb over, under and through obstacles <p>Fine Motor Skills</p> <ul style="list-style-type: none"> * I can show good pencil control when mark making and drawing * I can use cutlery and other one-handed equipment 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> * I can throw, kick, pass and catch a large ball * I can move and use both large and smaller scale equipment (building blocks etc) <p>Fine Motor Skill</p> <ul style="list-style-type: none"> * I can sit at a table to write * I can hold a pencil in a tripod grip * I can use scissors 	<p>Gross Motor Skills</p> <p><u>End of Reception aspirations</u></p> <ul style="list-style-type: none"> * 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. <p>Fine Motor Skills</p> <p><u>End of Reception aspirations</u></p> <ul style="list-style-type: none"> * 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, paintbrushes and cutlery. * Begin to show accuracy and care when drawing.
<p>Specific Areas</p>	<p>Autumn 1 <i>(Sept - Baseline)</i> Progression Steps</p>	<p>Autumn 2 <i>(End of December)</i> Progression Steps</p>	<p>Spring Term <i>(End of April)</i> Progression Steps</p>	<p>Summer <i>(End of July)</i> Early Learning Goals</p>
<p>Mathematics</p> <p>Number</p> <p>Numerical Patterns</p>	<p>Number</p> <ul style="list-style-type: none"> * I can show numbers to 5 using concrete resources * I can match numeral and quantity to 5 * I can say one number name for each item * I can quickly say how many there are (up to 3) * I can solve some simple problems with numbers to 5 <p>Numerical Patterns</p> <ul style="list-style-type: none"> * I can count to 5 reliably * I can start to count beyond 5 * I am starting to compare quantities using non-standard vocabulary * I can start to continue and copy patterns 	<p>Number</p> <ul style="list-style-type: none"> * I can count to 5 using different mathematical resources * I can match numeral and quantity to 5 * I can quickly say how many there are (up to 3) in different arrangements * I can start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this <p>Numerical Patterns</p> <ul style="list-style-type: none"> * I can count to 10 by rote * I can compare manipulatives (e.g. saying when one tower is bigger/smaller) * I can find one more/ one less using resources * I can continue and copy patterns * I can create my own patterns 	<p>Number</p> <ul style="list-style-type: none"> * I can count objects, claps, movements up to 10 * I can match numeral and quantity (within 10) * I can quickly say how many there are (up to 5) * I can recall number bonds to 5 * I can start to give some linked subtraction facts * I can start to recall some double facts e.g. 1 and 1 is 2 <p>Number Patterns</p> <ul style="list-style-type: none"> * I can count to 20, knowing the teen numbers * I can compare two quantities saying when one is bigger/smaller/same * I can say a number that is one more/ less without resources * I can spot errors in the pattern * I can name my pattern e.g. ABAB * I can start to identify odd and even numbers linked to sharing 	<p>Number</p> <p><u>End of Reception aspirations</u></p> <ul style="list-style-type: none"> * Have a deep understanding of number to 10, including the composition of each number. * Subitise (recognise quantities up to 5 without counting) up to 5. * Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <p><u>End of Reception aspirations</u></p> <ul style="list-style-type: none"> * 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 even and odds, double facts and how quantities can be distributed equally.

Literacy Comprehension Word Reading Writing	Comprehension * I can talk about stories I have heard * I can join in with familiar rhymes and songs (and some patterned stories)	Comprehension * I can retell the key events in stories * I am starting to recall facts from non-fiction * I can listen carefully to stories, rhymes, non-fiction and songs	Comprehension * I can retell key events from stories I have read * I can describe the key events in detail * I can recall facts from a non-fiction book * I can say what might happen next linked to other similar stories * I can talk about stories, rhymes, non-fiction and songs	Comprehension <u>End of Reception aspirations</u> * Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocab. * Anticipate (where appropriate) key events in stories. * Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.
	Word Reading End of half term goal-RWI Group B * I can hear and say initial sounds for words * I can say the sound for some letters (e.g. from my name or familiar names- Mum, Dad, etc.) * I can recognise more than the first 16 single-letter sounds (m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e)	Word Reading End of half term goal-RWI Group C * I can read most Set 1 single-letter sounds. * I can blend sounds into words orally (e.g. adult says m-a-n and child says man) * I can orally segment words (e.g. adult says cat and child says c-a-t). * I can begin to read words from RWI Word Time 1.1-1.5	Word Reading End of half term aspiration – RWI Ditties (Spr 1) * I can read all Set 1 single-letter sounds. * I can segment the sounds in Set 1 CVC words for reading (RWI Word Time 1.6) * I can blend the sounds in Set 1 CVC words for reading (RWI Word Time 1.6) * I can recognise ‘Red words’: put, the, I, no, of, my	Word Reading <u>End of half term aspiration</u> <u>RWI Green (Summer 1)</u> * I can recognise some Set 2 sounds and I am beginning to read words including these sounds with increasing speed and accuracy. * Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words. * I can recognise ‘Red words’: your, said, you, be, are (including put, the, I, no, of, my, for, he - from Spring 2)
	Writing * I can write some letters from my name * I can orally segment single sound CVC words e.g. c-a-t * I can say the initial sounds in most words * I can write some initial sounds * I can write my own name	Writing * I can write some lower-case letters correctly * I can write some upper-case letters that I know (e.g. name, Mum, Dad, sibling name, etc) * I can identify known letters to match initial sounds (phase 2) * I can match phase 2 letters and sounds * I can write CVC words and labels e.g. c-a-t * I can write simple labels * I can start to write simple captions * I can say a simple sentence for writing (oral and count words)	End of term aspiration – RWI Red (Spring 2) * I can segment the sounds in Set 1 (including special friends) CVCC/CCVC words for reading (RWI Word Time 1.7) * I can blend the sounds in Set 1 (including special friends) CVCC/CCVC words for reading (RWI Word Time 1.7) * I can read simple captions * I can begin to read nonsense words * I can recognise ‘Red words’: for, he (including put, the, I, no, of, me from Spring 1)	Word Reading <u>End of Reception aspiration</u> <u>RWI Green (expected) or Purple (greater depth)</u> * Green – I can read all ‘Red words’, Set 2 sounds and read words including these sounds confidently and accurately. * Purple – I can read words containing Set 2 sounds fluently and without using the ‘Fred in your head’ strategy.
	Writing * I can write most lower-case letters correctly * I can write some upper-case letters correctly * I can use a tripod grip * I can match Set 1 sounds with their corresponding letter / letters * I can write CVC words and labels (using the Set 1 sounds) * I can spell some tricky words * I can write captions * I can write short sentences * I can start to use finger spaces between my words * I can read sentences back	Writing (End of Spring 2) * I can write most lower-case letters correctly * I can write some upper-case letters correctly * I can use a tripod grip * I can match Set 1 sounds with their corresponding letter / letters * I can write CVC words and labels (using the Set 1 sounds) * I can spell some tricky words * I can write captions * I can write short sentences * I can start to use finger spaces between my words * I can read sentences back	Writing <u>End of Reception aspiration</u> * Write recognisable letters, most of which are correctly formed. * Spell words by identifying sound in them and representing the sounds with a letter or letters. * Write simple phrases and sentences that can be read by others.	

<p>Understanding the World</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Past and Present</p> <ul style="list-style-type: none"> * I can talk about the different jobs people do * I can name some members of my family and talk about them * I can talk about myself and some of the ways I have changed 	<p>Past and Present</p> <ul style="list-style-type: none"> * I can talk about changes that have happened to me throughout my life * I can talk about my family and people in the community and their roles * I am becoming more aware of the past linked to myself and my family and how it has changed * I can talk about what I can see in pictures of the past 	<p>Past and Present</p> <ul style="list-style-type: none"> * I can talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc. * I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts * I can talk about what I have heard and seen in stories and picture books and how this is different/ the same 	<p>Past and Present</p> <p><u>End of Reception aspiration</u></p> <ul style="list-style-type: none"> * 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.
	<p>People, Cultures and Communities</p> <ul style="list-style-type: none"> * I can explore the world around me with all my senses * I can be accepting and positive about people's differences * I know there are different countries in the world 	<p>People, Cultures and Communities</p> <ul style="list-style-type: none"> * I can make detailed observations of the world around me thinking about my senses- feel, hear, see, smell * I am starting to explore the natural world * I can talk about how different people celebrate * I can start to use stories and pictures to talk about differences in life in other countries 	<p>People, Cultures and Communities</p> <ul style="list-style-type: none"> * I can explore and talk about the natural world using what I know from stories/ non-fiction * I can draw information from a simple map * I can talk about some special places for people in our and other communities * I can draw information from a simple map * I can start to talk about the differences in lives in other countries 	<p>People, Culture and Communities</p> <p><u>End of Reception aspiration</u></p> <ul style="list-style-type: none"> * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. * 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.
	<p>The Natural World</p> <ul style="list-style-type: none"> * I can talk about what I can see outside using a wide vocabulary * I can change materials e.g. adding water to cornflour, mixing paint etc. 	<p>The Natural World</p> <ul style="list-style-type: none"> * I can describe what I can see, hear and feel outside * I can talk about the area I live in, including the weather etc. * I can talk about forces I feel e.g. push, pull etc. * I can talk about the differences in materials 	<p>The Natural World</p> <ul style="list-style-type: none"> * I can describe animals and plants (both from photos and real-life experiences) * I can describe my own environment and local area * I can describe another environment e.g. desert, Artic etc. * I can talk about the weather linked to seasonal change * I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.) 	<p>The Natural world</p> <p><u>End of Reception aspiration</u></p> <ul style="list-style-type: none"> * 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 experience and what has been read in class. * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> * I can start to join materials together * I can explore art materials and colour mixing freely * I can develop my own ideas for art and start to talk about them (with adult support) * I can start to develop my own stories linked to what I know through role & small world play <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> * I am using my imagination in play to help me role play and create small world set ups. * I can remember most of a song to sing * I can make up my own "silly" songs 	<p>Creating with Materials</p> <ul style="list-style-type: none"> * I can use various tools for artwork and design e.g. playdough tools * I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc. * I am starting to recreate familiar stories (with adult support) <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> * I can recount and retell familiar stories with my friends and adults (small world/ role play) * I can role play imaginary scenarios linked to experiences * I know some popular songs and can sing them supported by an adult 	<p>Creating Materials</p> <ul style="list-style-type: none"> * I can use scissors and one-handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.) * I am able to combine different techniques e.g. collage, paint, crayon, clay to create art * I can talk about my artwork or designs- linked to some of the materials/ techniques I used * I can use materials and props to retell stories and create imaginary situations linked to what I know <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> * I can adapt well known stories and narratives and small world/ role play them with others * I can use what I know and have read to help create my own stories * I can sing well known songs in a group or alone and match the pitch and melody * I can listen carefully to music and start to move to it * I can join in with singing and dancing 	<p>Creating with Materials</p> <p><u>End of Reception aspiration</u></p> <ul style="list-style-type: none"> * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function. * Share their creations, explaining the process they have used. * Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <p><u>End of Reception aspiration</u></p> <ul style="list-style-type: none"> * 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.
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