

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Reception	Development Matters (Reception)	<p><b><u>Listening, Attention and Understanding</u></b> LA12: Children will listen carefully to a story. (CL52, CL53)</p> <p>LA13: Children will understand how to listen carefully and why it is important. (CL43)</p> <p>LA14: Children will answer and ask who, what, when and where questions. (CL46)</p> <p><b><u>Speaking</u></b> S15: Children will know and retell 'Mr Wiggle and Mr Waggle'. (CL54)</p> <p>S16: Children will develop social phrases. (CL51)</p> <p>S17: Children will join in with small group show and tell. (CL47)</p>	<p><b><u>Listening, Attention and Understanding</u></b> LA15: Children will join in with repeated refrains in a story. (CL52, CL53)</p> <p>LA16: Children will answer and ask why questions. (CL46)</p> <p><b><u>Speaking</u></b> S18: Children will join in with whole class show and tell. (CL47)</p> <p>S15: Children will know and retell 'The gingerbread man'. (CL54)</p> <p>S19: Children will describe events taking place in the school routine. (CL49)</p>	<p><b><u>Listening, Attention and Understanding</u></b> LA17: Children will talk about key events in a story. (CL52, CL53)</p> <p>LA18: Children will answer and ask how questions. (CL46)</p> <p><b><u>Speaking</u></b> S15: Children will know and retell 'The Gruffalo' and make small innovations to the story. (CL54)</p> <p>S21: Children will describe events in detail. (CL49)</p>	<p><b><u>Listening, Attention and Understanding</u></b> LA19: Children will identify the main characters in the story and talk about their feelings. (CL52, CL53)</p> <p><b><u>Speaking</u></b> S22: Children will know a range of connectives to join their ideas. (CL48)</p> <p>S23: Children will retell a known poem. (CL57)</p>	<p><b><u>Listening, Attention and Understanding</u></b> LA20: Children will link events in a story to their own experiences. (CL52, CL53)</p> <p><b><u>Speaking</u></b> S24: Children will speak in whole class scenarios to share their experiences and interests. (ELG)</p> <p>S15: Children will know and retell 'the Hungry Catterpillar'. Using this knowledge they will be able to create their own story using framework. (CL54)</p>	<p><b><u>Listening, Attention and Understanding</u></b> LA21: Children will 'hot seat' characters from a story. (CL52, CL53)</p> <p><b><u>Speaking</u></b> S25: Children will express ideas using past and present tense. (ELG)</p>
			<p><b><u>Listening, Attention and Understanding:</u></b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b><u>Speaking:</u></b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	Reception	<p><b><u>Self-Regulation</u></b> SR13: Children will see themselves as unique by sharing their hobbies and interests. (PSED34)</p> <p>SR14: Children will know what happy feels like. (PSED38)</p> <p><b><u>Managing Self</u></b> MS12: Children will know how regular exercise is important for their health. (PSED41)</p> <p>MS13: Children will identify the learning zones and what related behaviour looks like for each. (PSED35)</p> <p><b><u>Building Relationships</u></b> BR7: Children will know how to identify their feelings, using the zones of regulation (PSED38)</p>	<p><b><u>Self-Regulation</u></b> SR15: Children will know how to be helpful by taking on jobs such as serving snack and washing up. (PSED35)</p> <p>SR16: Children will know what sad feels like and how to work through feelings of sadness. (PSED38)</p> <p><b><u>Managing Self</u></b> MS14: Children will know the rules Ready, Safe, Respectful. (PSED35)</p> <p>MS15: Children will know why healthy eating is important. (PSED41)</p> <p><b><u>Building Relationships</u></b> BR8: Children will know to listen with respect. (PSED35)</p>	<p><b><u>Self-Regulation</u></b> SR17: Children will know how to make the right choice and the consequences of not doing so. (PSED36)</p> <p>SR18: Children will know what worried feels like and how to work through feelings of worry. (PSED38)</p> <p><b><u>Managing Self</u></b> MS16: Children will know how regular teeth brushing is important for their health. (PSED41)</p> <p><b><u>Building Relationships</u></b> BR9: Children will know how to treat others in our class using the statement 'Kind hands and kind words'. (PSED36)</p>	<p><b><u>Self-Regulation</u></b> SR19: Children will know the effects of their behaviour on others. (PSED36)</p> <p>SR20: Children will know what angry feels like and how to work through feelings of anger. (PSED38)</p> <p><b><u>Managing Self</u></b> MS17: Children will know what a sensible amount of screen time is and why this is important for their health. (PSED41)</p> <p><b><u>Building Relationships</u></b> BR10: Children will be able to describe what makes a good friend; such as listening and sharing. (PSED35)</p>	<p><b><u>Self-Regulation</u></b> SR21: Children will know to use calming techniques when they are feeling upset/angry. (PSED38)</p> <p>SR22: Children will know what calm feels like and what makes them feel calm. (PSED38)</p> <p><b><u>Managing Self</u></b> MS18: Children will know about the importance of a good sleep routine for their health. (PSED41)</p> <p><b><u>Building Relationships</u></b> BR11: Children will know how to express their opinion and understand it is okay to have a different opinion to their friends. (PSED39)</p>	<p><b><u>Self-Regulation</u></b> SR23: Children will know how to overcome challenges, using books such as 'The Most Magnificent Thing'. (PSED35, PSED37)</p> <p>SR24: Children will know what tired feels like and how to work through feelings of tiredness. (PSED38)</p> <p><b><u>Managing Self</u></b> MS19: Children will know how to be a safe pedestrian and why this is important. (PSED41)</p> <p><b><u>Building Relationships</u></b> BR12: Children will know how to resolve a problem by talking it through with a friend or adult. (PSED36)</p>
		<p><b><u>Self-Regulation:</u></b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p><b><u>Managing Self:</u></b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b><u>Building Relationships:</u></b> 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>					

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Reception	Development Matters (Reception)	<p><b>Gross Motor</b> GM14: Children will know how to hop, skip and jump. (P37)</p> <p><b>Fine Motor</b> FM21: Children will know the correct pencil grip and posture for writing. (P41, P47)</p> <p>FM22: Children will be able to use two-hole scissors to make snips in paper. (P40)</p> <p>FM23: Children will know how to correctly form the letters in their name. (P47)</p>	<p><b>Gross Motor</b> GM15: Children will know how to pedal a bike with stabilisers. (P39)</p> <p>GM16: Children will be able to complete various moves as part of a dance routine (P39)</p> <p><b>Fine Motor</b> FM24: Children will be able to cut along straight lines using two-hole scissors. (P40)</p> <p>FM25: Children will know how to correctly form the 'around letters' – c, a, o, d, g, q. (P47)</p> <p>FM26: Children will know how to correctly form the numbers 0 and 1 (P47)</p>	<p><b>Gross Motor</b> GM17: I will know how to pedal a bike without stabilisers (P39)</p> <p>GM18: Children will know how to safely jump off of gymnastics equipment (P44)</p> <p>GM19: Children will know how to pull themselves up rope and hang on monkey bars. (P44)</p> <p><b>Fine Motor</b> FM27: Children will know how to use a knife and fork to cut. (P40)</p> <p>FM28: Children will know how to correctly form the 'down letters' – l, t, b, p, k, h, i. (P47)</p> <p>FM29: Children will know how to correctly form the numbers 2 and 3 (P47)</p>	<p><b>Gross Motor</b> GM20: Children will know how to kick and pass different sized balls. (P45, P46)</p> <p><b>Fine Motor</b> FM30: Children will be able to cut along wavy lines using two-hole scissors. (P40)</p> <p>FM31: Children will know how to correctly form the 'down letters' – j, m, n, r, u, y. (P47)</p> <p>FM32: Children will know how to correctly form the numbers 4 and 5. (P47)</p>	<p><b>Gross Motor</b> GM21: Children will know how to throw and catch different sized balls. (P45, P46)</p> <p><b>Fine Motor</b> FM33: Children will be able to cut along zig-zag lines using two-hole scissors. (P40)</p> <p>FM34: Children will know how to correctly form the 'curly letters' – e, f, s. (P47)</p> <p>FM35: Children will know how to correctly form the 'zig zag letters' – v, w, z, x. (P47)</p> <p>FM36: Children will know how to correctly form the numbers 6 and 7. (P47)</p>	<p><b>Gross Motor</b> GM22: Children will know how to bat and aim using different sized balls. (P45, P46)</p> <p><b>Fine Motor</b> FM37: Children will be able to cut around various shapes using two-hole scissors. (P40)</p> <p>FM38: Children will know how to correctly form capital letters. (P47)</p> <p>FM39: Children will know how to correctly form the numbers 8 and 9. (P47)</p>
			<p><b>Gross Motor:</b> 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> <p><b>Fine Motor:</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>					

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Reception	Development Matters (Reception)	<p><b><u>Comprehension</u></b> C7: Children will retell a known story. (L27)</p> <p><b><u>Word Reading</u></b> WR7: Children will read the sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, u, r, h, b (L22)</p> <p>WR13: Children will recognise the tricky words: a, at, as, in, it, is, l, an, and, am, dad, to, into, go, no, the, get, dog, can got, on, not, cat, up, mum, put, had, oh, him, his, big, has.</p> <p>WR8: Children will hear and identify initial sounds in words. (L22)</p> <p><b><u>Writing</u></b> W8: Children will write their name. (L20)</p> <p>W9: Children will correctly form the letters in their name (L28)</p> <p>W10: Children will write initial sounds. (L29)</p>	<p><b><u>Comprehension</u></b> C8: Children will identify key events in a known story. (L27)</p> <p><b><u>Word Reading</u></b> WR9: Children will read all set 1 single sounds. (L22)</p> <p>WR10: Children will blend sounds in words orally. (L23)</p> <p>WR13: Children will recognise the tricky words: he, she, me, we, be, of, if, off, you, my, they, for, will, all, went, was, from, help, too, her, with, are, yes, then, them, that, this, said</p> <p><b><u>Writing</u></b> W11: Children will use 'say it, stretch it, chop it' to sound out CVC words to write. (L29)</p> <p>W12: Children will know how to correctly form the 'around letters' – c, a, o, d, g, q.</p>	<p><b><u>Comprehension</u></b> C9: Children will engage in discussion around non-fiction books. (L27)</p> <p><b><u>Word Reading</u></b> WR11: Children will blend sounds in words. (L23)</p> <p>WR12: Children will read short ditty stories (L26, L27)</p> <p>WR13: Children will recognise the tricky words: look, now, down, see, going, just, have, it's, do, so</p> <p><b><u>Writing</u></b> W13: Children will independently write CVC words. (L29)</p> <p>W14: Children will correctly form the 'down letters' l, t, b, p, k, h, i.</p>	<p><b><u>Comprehension</u></b> C10: Children will engage in discussion around poems. (L27)</p> <p><b><u>Word Reading</u></b> WR14: Children will read all set 1 special friends. (L24)</p> <p>WR15: Children will read red storybooks (L26, L27)</p> <p>WR13: Children will recognise the tricky words: come, some, were, one, like, by, when, little, what, day, away, play, children</p> <p><b><u>Writing</u></b> W15: Children will write words with set 1 special friends. (L29)</p> <p>W16: Children will write a short phrase. (L30)</p> <p>W17: Children will correctly form the 'down letters' j, m, n, r, u, y</p>	<p><b><u>Comprehension</u></b> C11: Children will use vocabulary in context learned in literacy sessions. (L27)</p> <p><b><u>Word Reading</u></b> WR17: Children will read double consonant sounds. (L24)</p> <p>WR18: Children will read green storybooks (L26, L27)</p> <p>WR13: Children will recognise the tricky words: your, here, saw, time, out, house, about</p> <p><b><u>Writing</u></b> W18: Children will write a short sentence using a full stop. (L30)</p> <p>W19: Children will correctly form the 'curly letters' e, f, s.</p> <p>W20: Children will correctly form the 'zig zag letters' v, w, z, x.</p>	<p><b><u>Comprehension</u></b> C12: Children will be able to answer questions about a given story. (L27)</p> <p><b><u>Word Reading</u></b> WR20: Children will read set 2 sounds ay, ee, igh, ow, oo, oo. (L24)</p> <p>WR21: Children will read green storybooks (L26, L27)</p> <p>WR13: Children will recognise the tricky words: made, make, came, I'm, very, old, called, asked, looked, their, our, Mr, Mrs, don't, people, could</p> <p><b><u>Writing</u></b> W21: Children will correctly form capital letters. (L28)</p> <p>W22: Children will write a short sentence using a capital letter and a full stop.</p> <p>W23: Children will read what they have written to check it makes sense. (L31)</p>

**Comprehension:** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

**Word Reading:** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Writing:** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Reception	Development Matters (Reception)	<p><b>Number</b> N18: Children will subitise to 3. (M33)</p> <p>N19: Children will compose numbers to 3 on a five frame and in a part-whole model. (M38)</p> <p>N20: Children will identify one more and one less to 3. (M37)</p> <p><b>Numerical Patterns</b> NP14: Children will count in correspondence to 3. (M32)</p> <p>NP15: Children will compare amounts, size, mass and capacity. (M43)</p> <p>NP16: Children will make AB patterns. (M42)</p>	<p><b>Number</b> N21: Children will subitise to 5. (M33)</p> <p>N22: Children will compose numbers to 5 on a five frame and in a part-whole model. (M38)</p> <p>N23: Children will identify one more and one less to 5. (M37)</p> <p>N24: Children will match numerals and representations to 5. (M34)</p> <p><b>Numerical Patterns</b> NP17: Children will count in correspondence to 5. (M32)</p> <p>NP18: Children will identify and describe circles, triangles, squares and rectangles. (M41)</p> <p>NP19: Children will use positional language including under, over, around and through. (M40)</p> <p>NP24: Children will identify one more and one less within 5. (M37)</p>	<p><b>Number</b> N25: Children will identify 0. (M34)</p> <p>N26: Children will compose numbers to 8 on a five frame and in a part-whole model. (M38)</p> <p>N27: Children will identify one more and one less to 8. (M37)</p> <p>N28: Children will match numerals and representations to 8. (M34)</p> <p><b>Numerical Patterns</b> NP20: Children will compare mass and capacity. (M43)</p> <p>NP21: Children will make pairs.</p>	<p><b>Number</b> N29: Children will know number bonds to 5. (M39)</p> <p>N30: Children will compose numbers to 10 on a five frame and in a part-whole model. (M38)</p> <p>N31: Children will identify one more and one less to 10. (M37)</p> <p><b>Numerical Patterns</b> NP22: Children will combine 2 groups. (M39)</p> <p>NP23: Children will explore length, height and time. (M43)</p> <p>NP24: Children will identify a cube, sphere, cylinder and cone. (M41)</p> <p>NP25: Children will make ABB/AAB repeated patterns. (M42)</p>	<p><b>Number</b> N32: Children will explore the composition of numbers to 10. (M38)</p> <p>N33: Children will know <math>5+5=10</math>, <math>0+10=10</math>. (M39)</p> <p>N34: Children will count to 20. (M35)</p> <p><b>Numerical Patterns</b> NP26: Children will build and identify numbers to 20. (M32)</p> <p>NP27: Children will match patterns using tangrams and shapes. (M40)</p> <p>NP28: Children will add more and take away within 20. (M39)</p>	<p><b>Number</b> N35: Children will double within 10. (M38)</p> <p><b>Numerical Patterns</b> NP29: Children will equally share into two groups. (M38)</p> <p>NP30: Children will identify even and odd numbers up to 10. (M38)</p> <p>NP31: Children will verbally count beyond 20. (M35)</p>

**Number:** Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**Numerical Patterns:** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Understanding the World	Reception - Development Matters (Reception)	History	<b>Past and Present</b> PP7: Children will know how they have changed from being a baby to being 4/5. (UTW21)  PP8: Children will talk about their family and community. (UTW20, UTW21)	<b>Past and Present</b> PP10: Children will know that on Remembrance Day we wear poppies to remember the soldiers who died in the war. (UTW23)	<b>Past and Present</b> PP11: Children will know about differences between schools in the past and now. (UTW22)	<b>Past and Present</b> PP12: Children will know that some animals are now extinct. (UTW22)	<b>Past and Present</b> PP13: Children will know that the past is anything before the current day. (UTW22)  PP14: Children will know that the present is now. (UTW22)	<b>Past and Present</b> PP15: Children will know who Mary Anning is and why she is important. (UTW23)  PP16: Children will look at images of seaside holidays from the past and present and identify similarities and differences. (UTW22)
		Geography	<b>People, Culture and Communities</b> PC16: Children will know what a doctor/nurse does. (UTW20)  PC17: Children will know what a police officer does. (UTW20)	<b>People, Culture and Communities</b> PC18: Children will know how to safely cross the road. (UTW20)	<b>People, Culture and Communities</b> PC19: Children will know the name of the road that our school is on. (UTW24)  PC20: Children will know that a symbols on a map show areas of importance. (UTW24)	<b>People, Culture and Communities</b> PC21: Children will know that we do not have certain animals in England and will compare with animals found in Greenland. (UTW27, UTW30)  PC22: Children will know that in Greenland they have very long winters. (UTW27, UTW30)	<b>People, Culture and Communities</b> PC23: Children will know that we can only grow certain fruit/vegetables in England. (UTW27, UTW30)	<b>People, Culture and Communities</b> PC24: Children will identify similarities and differences between life where we live and life in Greenland. (UTW27, UTW30)
		Science	<b>The Natural World</b> NW15: Children will know the names of body parts: shoulders, elbows, knees, ankles. (UTW28)  NW16: Children will know the 5 senses. (UTW28)  NW17: Children will know that it is Autumn. (UTW31)	<b>The Natural World</b> NW18: Children will identify plastic and metal. (UTW28)  NW19: Children will know what material a magnet picks up. (UTW28)	<b>The Natural World</b> NW20: Children will know that it is Winter. (UTW31)  NW21: Children will explore floating and sinking. (UTW28)	<b>The Natural World</b> NW22: Children will know that it is Spring. (UTW31)  NW23: Children will know the habitats of minibeasts. (UTW28)  NW24: Children will know the life cycle of a chicken. (UTW29)	<b>The Natural World</b> NW25: Children will know the life cycle of a sunflower. (UTW29)  NW26: Children will know how to care for a plant. (UTW28)	<b>The Natural World</b> NW27: Children will know that it is Summer (UTW31)  NW28: Children will know the names of the 4 seasons and weather associated with them.  NW29: Children will know the life cycle of a butterfly. (UTW29)  NW30: Children will discuss ways in which we care for the world around us. (UTW28)
		RE	<b>People, Culture and Communities</b> PC25: Children will know what is special to them and their families. (UTW20, UTW21)  PC26: Children will know that Christians go to church to worship. (UTW21)	<b>People, Culture and Communities</b> PC27: Children will know how Diwali is celebrated. (UTW26)  PC28: Children will know that Christians celebrate Christmas (UTW26)  PC29: Children will know that the Christian Christmas story centres around the birth of Jesus. (UTW26)	<b>People, Culture and Communities</b> PC30: Children will know why Christians go to church. (UTW25)	<b>People, Culture and Communities</b> PC31: Children will know the Easter story. (UTW26)	<b>People, Culture and Communities</b> PC32: Children will name and explain the purpose of a mosque. (UTW25)  PC33: Children will know that Muslims believe in Allah and pray 5 times a day. (UTW26)	<b>People, Culture and Communities</b> PC34: Children will know what the bible is. (UTW26)
	ICT	Children will know how to use an iPad to take photos.	Children will know how to type their name on an iPad.	Children will know how to use a trackpad.	Children will know how to make digital art.	Children will know how to programme a beebot.	Children will know how to dictate a question to Google.	

**Past and Present:** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

**People, Culture and Communities:** 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, nonfiction texts and (when appropriate) maps.

**The Natural World:** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception - Development Matters (Reception)	Music	<p><b>Being Imaginative</b> BI17: Children will know a large repertoire of nursery rhymes/songs. (EAD42)</p> <p>BI18: Children will develop storylines in their pretend play. (EAD43)</p>	<p><b>Being Imaginative</b> BI19: Children will be able to retell familiar stories.</p> <p>BI20: Children will join in with choreographed dances. (EAD44)</p> <p>BI21: Children will know perform their own dances using steps and techniques that they have learned. (EAD44)</p>	<p><b>Being Imaginative</b> BI23: Children will listen to a visitor play a range of instruments and identify similarities and differences. (EAD41)</p> <p>BI24: Children will experiment with different ways of playing instruments. (EAD44)</p>	<p><b>Being Imaginative</b> BI25: Children will be able to create their own performance to show the class.</p>	<p><b>Being Imaginative</b> BI26: Children will know how to tap/clap along to a rhythm. (EAD41)</p> <p>BI27: Children will know how to match a pitch. (EAD42)</p>	<p><b>Being Imaginative</b> BI28: Children will be able to act out characters explored through familiar stories.</p>
	Art and Design	<p><b>Creating with Materials</b> CM14: Children will know how to mix primary colours to make secondary colours. (EAD38)</p> <p>CM15: Children will know how to draw a person – head, body, arms, legs and facial features. (EAD38)</p> <p>CM16: Children will know how to use glue to join. (EAD37, EAD38)</p>	<p><b>Creating with Materials</b> CM17: Children will know how to draw a setting. (EAD38)</p> <p>CM18: Children will know how to mold clay. (EAD37)</p> <p>CM19: Children will know how to use tape to join. (EAD37)</p>	<p><b>Creating with Materials</b> CM20: Children will know how to do imaginative drawings (EAD38)</p> <p>CM21: Children will know how to print using classroom objects.</p> <p>CM22: Children will know which glue or tape to use for their chosen purpose. (EAD37)</p>	<p><b>Creating with Materials</b> CM23: Children will know how to draw animals. (EAD38)</p> <p>CM24: Children will know how to make 2D collages. (EAD37)</p> <p>CM25: Children will know how to use and mix watercolour paints. (EAD37)</p> <p>CM26: Children will know how to use a treasury tag to join (EAD37)</p>	<p><b>Creating with Materials</b> CM27: Children will know how to do observational drawings. (EAD38)</p> <p>CM28: Children will know how to make a mono print. (EAD37)</p> <p>CM29: Children will know how to use oil pastels. (EAD37)</p> <p>CM30: Children will know how to use a split pin to join. (EAD37)</p>	<p><b>Creating with Materials</b> CM31: Children will know how to make different shades of the same colour. (EAD37)</p> <p>CM32: Children will know various methods of joining. (EAD37)</p> <p>CM33: Children will be able to recreate art in the style of various artists (EAD37)</p>
<p><b>Creating with Materials:</b> 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> <p><b>Being Imaginative:</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>							