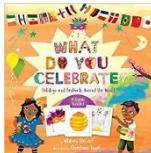
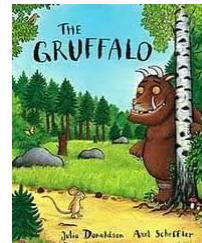
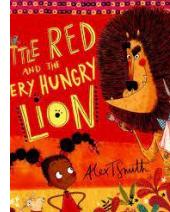
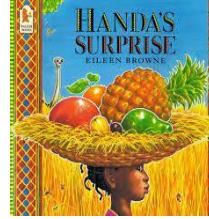
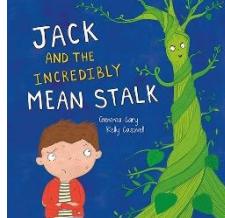
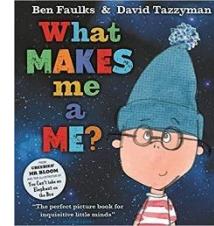


This is a working document and highlights the main topic focus for each term. Our children lead learning and things will change in response to their interests and needs. Children are supported in their learning through planned and spontaneous play opportunities as well as adult led activities.

Reception Curriculum 2022-23						
	Autumn		Spring		Summer	
	6 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
	What makes me me? Let's Celebrate		Adventure Awaits!		Into the Wild	
	Big Bang Let's have a celebration!		Big Bang What landed in our garden? We're going on a spring hunt!		Big Bang There's a giant in the school! Who do the footprints belong to?	
Topic	All About Me My Family My Home My Local Area My Body Festivals/Celebrations	  	Mythical Creatures Alien Attack We are superheroes Traditional Tales British Wildlife	  	Jack and The Beanstalk Life Cycles Minibeasts We are palaeontologists We are zoologists All About Africa	  

Visits/ Experiences	Pumpkin picking Twydall local area walk	Twydall Library Visit Superhero School	Spring sensory walk	Butterflies Grow your own beanstalk	Trip
Celebrations /Events	Recycling Week Harvest Festival Grandparents Day	Halloween Diwali Bonfire night Nursery Rhyme Week Christmas	Chinese New Year Valentine's Day	Pancake Day Mother's Day Easter	St George's Day Eid Be kind to animals week
Value	Respect Community	Respect Happiness	Curiosity Equality	Curiosity Resilience	Teamwork Aspiration

**Books to support/
enhance
learning**



What Makes Me A Me?

We are family

In Every House,
on Every Street

It's ok to be
different

The Colour
Monster Goes to
School

Super Duper You

So Much

My Daddies

Love makes a
family



We're going on a
pumpkin hunt

I can eat a
rainbow

Monsters don't eat
broccoli

Room On the
Broom

Spinderella

What do you
celebrate

Deepak's Diwali

The Nativity Story

Dear Santa

Santa Post

The dinosaur that
pooped Christmas



Supertato
Real Superheroes

Aliens Love
Underpants

There's an Alien
in Your Book

The Way Back
Home

BEEGU

Ten Little Aliens

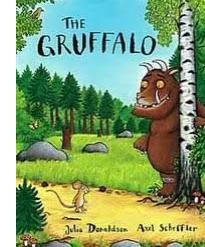
The Bog Baby

My Monster and
Me

Pirates Next Door

There's No
Dragon in This
Story

Runaway Wok



Goldilocks and the
Three Bears

The Three Little
Pigs

The Big Sad Wolf
and The Three
Mean Little Pigs

Little Red and The
Very Hungry Lion

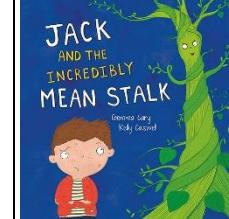
The Gingerbread
Man

The Gruffalo

Owl Babies

Who's Hiding in the
Woods?

The Squirrels Who
Squabbled



Jack and The
Beanstalk

Jack and The
Incredibly
Meanstalk

The Bad Seed

The Tiny Seed

Oi Frog!

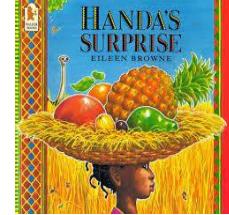
The Teeny
Weeny Tadpole

Superworm

The Very Busy
Spider

What The
Ladybird Heard

The Very
Hungry
Caterpillar



Handa's Surprise

Where Is the
Elephant?

All Aboard The
Boba Road

The Ugly 5

Giraffe's Can't
Dance

Dear Zoo

The Tiger Who
Came to Tea

The Dinosaur that
Pooped a Planet!

How To Look After
Your Dinosaur

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<p>To engage in story times, developing vocabulary.</p> <p>To use new vocabulary in different contexts.</p> <p>To listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>To join in with whole class activities and concentrate for the duration e.g. Nursery rhymes, story time.</p> <p>To follow an instruction e.g. sit on the carpet.</p> <p>To respond to a peer's request and reply.</p> <p>To learn rhymes, poems and songs.</p> <p>To listen carefully and understand why listening is important.</p> <p>To use simple connectives in speech, e.g. and, but</p>	<p>To ask questions to clarify instructions.</p> <p>To use new vocabulary linked to new learning.</p> <p>To offer own ideas in small group contexts.</p> <p>To use full sentences, sometimes with encouragement, to express complete ideas.</p> <p>To speak in whole class situations.</p> <p>To answer 'How' questions.</p> <p>To learn rhymes, poems and songs.</p> <p>To listen carefully and understand why listening is important.</p> <p>To use simple connectives in speech, e.g. and, but</p>	<p>To take part in a simple back and forth conversation, paying attention to peers/teachers and responding appropriately.</p> <p>To show attentive listening skills at input times, e.g. during phonics.</p> <p>To ask questions to clarify the meaning of new words and vocabulary.</p> <p>To learn rhymes, poems and songs.</p> <p>To discuss which category a word is in, for example 'a cabbage is a kind of vegetable'.</p> <p>To use non-fiction books to extend knowledge of the world.</p>	<p>To ask questions to find out more and to check understanding.</p> <p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To use complete sentences in everyday talk.</p> <p>To offer small explanations that demonstrate understanding on a topic/story.</p> <p>To learn rhymes, poems and songs.</p> <p>To answer 'Why' questions.</p> <p>To describe events in some detail.</p> <p>To give facts about a specified subject.</p>	<p>To use speech to organise simple activities.</p> <p>To use talk to help work out problems and conflicts.</p> <p>To explain how things work and why they might happen.</p> <p>To articulate ideas and thoughts in well-formed sentences.</p> <p>To use recently modelled language independently, across everyday contexts and all areas of learning.</p> <p>To retell a story once deep familiarity has been developed with the text, using repetition and own words.</p> <p>To describe events in some detail, understanding that it is important to get things in the right order, using sequencing words.</p>	<p>To listen attentively and respond to what is heard with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.</p> <p>To make comments about what is heard and ask questions to clarify understanding.</p> <p>To hold conversation when engaged in back-and-forth exchanges with teachers and peers.</p> <p>To participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary.</p> <p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To express ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher.</p>

Personal, Social and Emotional Development	To express feelings and give simple reasons for feeling that way.	To follow familiar, routine instructions independently.	To use strategies for staying calm when beginning to feel frustrated.	To explain to an adult what has happened when hurt or upset, using descriptive vocabulary.	To recognise when behaviour is not in accordance with the rules and why it is important to respect class rules.	To show an understanding of own feelings and those of others, and begin to regulate behaviour accordingly.
	To follow simple instructions as part of a group e.g. sit down.	To make new and different friends.	To recognise when a peer is upset or cross.	To link events (in books, real life) with feelings and opinions.	To begin to solve small conflicts without adult support.	To set and work towards simple goals, being able to wait for what they want and control immediate impulses when appropriate.
	To say 'please', 'thank you' and 'excuse me' at appropriate times.	To consider the feelings of others.	To talk about own work and play, showing perseverance by reflecting and self-evaluating.	To moderate own feelings when experiencing anger or frustration.	To initiate conversations and attend to and take account of what others say.	To give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	To behave appropriately in accordance with the class rules.	To identify and name some common feelings: surprised, excited, frustrated, upset, cross, lonely, worried.	To wait with increased patience.	To understand how own actions can affect other people.	To talk about the importance of physical activity and healthy eating on our body and mind.	To be confident to try new activities and show independence, resilience and perseverance in the face of challenges.
	To try new activities independently, with an adult or with peers.	To talk about why we take turns, wait politely, tidy up after ourselves, use manners.	To make some closer friendships and seek out friends to initiate play.	To discuss the consequences of behaviour.	To understand it is ok to make mistakes – this is an important part of learning.	To explain the reasons for rules, know right from wrong and try to behave accordingly.
	To manage own needs – use the toilet, wash and dry hands.	To put on and fasten shoes independently (buckles, Velcro).	To show kindness towards others by helping, listening and supporting them.	To complete short activities/tasks independently for 10 minutes.	To identify and model kind and considerate behaviour to both staff and peers.	To manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	To put on and fasten coat independently.	To talk about why it is important to wash and dry hand thoroughly.	To join in with a group and listen to other viewpoints and suggestions.	To take turns in conversations, listening to the views of others.	To develop problem solving skills, by talking through how the problem may be resolved.	To work and play cooperatively and take turns with others.
	To build constructive and respectful relationships with staff and peers.			To talk about own abilities and talents.		To form positive attachments to adults and friendships with peers and show sensitivity to own and to others' needs.
	To demonstrate friendly behaviour with new peers.			To show empathy in simple ways.		
	To take turns, with support from an adult.			To follow two-step instructions.		

Physical Development	<p>Gross Motor</p> <p>To use core muscle strength to achieve a good posture when sitting at a table or on the floor.</p> <p>To begin to negotiate space effectively.</p> <p>To skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Fine Motor</p> <p>To use a range of tools competently, safely and confidently</p> <p>To draw circles, horizontal/vertical lines</p> <p>To use a knife and fork to cut food at lunch time</p> <p>To draw simple pictures which can be recognised</p> <p>To use a dominant hand</p> <p>To begin to use a tripod grip</p>	<p>Gross Motor</p> <p>To use core muscle strength to achieve a good posture when sitting at a table or on the floor.</p> <p>To balance and ride on a two-wheeled balanced bike</p> <p>To throw, catch and aim large balls</p> <p>To run fast and stop on request</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Fine Motor</p> <p>To form all of the letters of my name correctly</p> <p>To position some letters correctly on a line</p> <p>To use a tripod grip</p> <p>To cut straight lines with scissors</p>	<p>Gross Motor</p> <p>To quickly change speed and direction</p> <p>To negotiate space effectively</p> <p>To be able to balance and coordinate safely</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Fine Motor</p> <p>To use scissors to cut out a simple shape independently</p> <p>To form recognisable letters for the full alphabet</p> <p>To use a tripod grip</p> <p>To know how to handle a range of equipment and tools effectively</p>	<p>Gross Motor</p> <p>To throw, catch and aim small balls</p> <p>To negotiate space effectively.</p> <p>To discuss good practice with regards to exercise, eating, sleeping and hygiene.</p> <p>To combine different movements with ease and fluency</p> <p>Fine Motor</p> <p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p> <p>To know how to use scissors effectively.</p> <p>To know how to handle a range of equipment and tools effectively.</p>	<p>Gross Motor</p> <p>To confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group</p> <p>To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions</p> <p>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Fine Motor</p> <p>To develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To position all letters correctly on a line</p> <p>To know how to use scissors effectively.</p> <p>To know how to handle a range of equipment and tools effectively.</p>	<p>Gross Motor</p> <p>To negotiate space and obstacles safely, with consideration for themselves and others</p> <p>To demonstrate strength, balance and coordination when playing</p> <p>To move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>Fine Motor Skills</p> <p>To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>To use a range of small tools, including scissors, paint brushes and cutlery</p> <p>To begin to show accuracy and care when drawing</p>
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Literacy	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension
Comprehension	To recount a simple story	To use the correct vocabulary to name text related concepts for example character, setting, beginning and end	To understand story 'middles', e.g. problem, event and how they are solved at the end	To retell verbally main events of a well-known story	To relate stories to own personal experience	To retell stories in own words using recently introduced vocabulary.	To demonstrate understanding of what has been read by retelling stories and narratives using own words and recently introduced vocabulary.
Word Reading	To recognise labels in the classroom environment					Word Reading To read aloud simple sentences and books that are consistent with phonic knowledge, including some common exception words.	To anticipate – where appropriate – key events in stories.
Writing	To talk about favourite stories and known books	To sequence three or more events from a story	To show interest in non-fiction books			Word Reading To read aloud simple sentences and books that are consistent with phonic knowledge, including some common exception words.	To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
	To peruse books for pleasure and to choose books independently	To provide simple reasons for actions and events	To start to retell verbally main events of a well-known story			Word Reading To read aloud simple sentences and books that are consistent with phonic knowledge, including some common exception words.	
	Word Reading To read individual letters by saying the sounds for them.	Word Reading To blend sounds into words, and to read short words made up of known letter-sound correspondences.	Word Reading To read words consistent with phonic knowledge by sound-blending.			Word Reading To say a sound for each letter in the alphabet and at least 10 digraphs.	
	Writing To begin to position letters on a line.	Writing To position most letters correctly on a line.	Writing To position most letters correctly on a line.	Writing To be able to read my own writing.		Writing To read aloud simple sentences and books that are consistent with phonic knowledge, including some common exception words.	
	To sit correctly with good posture when seated at a table to write.	To write a simple CVC word.	To be able to read my own writing.	To write a list independently.		Writing To write a short sentence, without support and to read my sentence to an adult when I have written it.	
	To identify a dominant writing hand.	To use plausible phonetical spelling of unfamiliar words in my writing.	To write labels and captions independently.	To use a full stop when writing a sentence.		Writing To use a full stop when writing a sentence.	
	To become confident with the tripod grip.	To identify a dominant writing hand.	To use plausible phonetical spelling of unfamiliar words in my writing.	To use plausible phonetical spelling of unfamiliar words in my writing.		Writing To use plausible phonetical spelling of unfamiliar words in my writing.	
		To become confident with the tripod grip.		To re-read a sentence to check it makes sense.		Writing To begin to form capital letters correctly.	
							To spell words by identifying sounds in them and representing the sounds with a letter or letters.
							To write simple phrases and sentences that can be read by others.

RWI	<p>Set 1a Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers</p> <p>Set 1b Read 25 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers</p> <p>Set 1c Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers</p> <p>Set 1c Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers</p>	<p>Set 1c Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers</p> <p>Ditty Learn Set 1 Special Friends sh, ch, th, qu, ng, nk Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers</p>	<p>Red Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers</p>	<p>Green Read Set 2 Sounds ay, ee, igh, ow, oo, <i>oo</i> and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers</p>	<p>Green/purple Read Set 2 Sounds ay, ee, igh, ow, oo, <i>oo</i> and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers</p>
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Maths	<u>Just like me</u>	<u>It's me 1,2,3</u>	<u>Alive in 5</u>	<u>Building 9 and 10</u>	<u>To 20 and beyond</u>	<u>Number</u>
White Rose Maths	<p>To match objects which are the same</p> <p>To know what is the same or different about objects</p> <p>To sort objects based on their attributes</p> <p>To compare and order amounts by size, capacity and mass</p> <p>To know vocabulary to describe the size of objects (big, small or large)</p> <p>To talk about and explore patterns in the environment</p> <p>To copy, continue and create a repeating pattern</p>	<p><u>Light and dark</u></p> <p>To identify representations of 1 to 5.</p> <p>To use a 5 frame to compose numbers.</p> <p>To subitise up to 5 objects</p> <p>To match spoken number names to numerals and quantities.</p> <p>To use their own mark making to represent 1-5.</p> <p>To compose and compare numbers (to 5) in different contexts such as stories.</p> <p>To begin to explore number bonds to 5.</p> <p>To name, describe and build 2D shapes in the environment (curved side, straight side)</p> <p>To use positional language to describe objects and perspectives</p> <p>To explore the one more and one less pattern</p>	<p><u>Growing 6,7,8</u></p> <p>To compare numbers to 8.</p> <p>To represent and compose numbers to 8.</p> <p>To use a 10 frame to compose numbers.</p> <p>To compare mass using scales and balances.</p> <p>To compare capacity using different materials (water, sand or rice)</p> <p>To begin to conceptually subitize numbers beyond 5.</p> <p>To begin to explore number bonds beyond 5.</p> <p>To match and arrange small quantities into pairs</p> <p>To combine 2 groups to find how many altogether.</p> <p>To compare the length and height of objects.</p> <p>To be able to count to 10 independently.</p>	<p>To represent number 9 and 10 in different ways.</p> <p>To compose and compare numbers to 10.</p> <p>To begin to conceptually subitize numbers to 10.</p> <p>To explore number bonds to 10.</p> <p>To build, match and describe 3D shapes.</p> <p>To explore and investigate more complex patterns.</p> <p>To use money during role play activities to buy items.</p>	<p><u>First Then Now</u></p> <p>To build and identify numbers to 20 (and beyond) using a range of resources</p> <p>To count on and back beyond 10</p> <p>To use 10 frames to compose numbers beyond ten</p> <p>To select and rotate shapes to fill a given space and match arrangements of shapes</p> <p>To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line</p> <p>To use objects to solve addition and subtraction problems.</p> <p>To share objects between a group of people equally</p>	<p>To have a deep understanding of number to 10, including the composition of each number</p> <p>To subitise (recognise quantities without counting) up to 5.</p> <p>To 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.</p> <p><u>Numerical Patterns</u></p> <p>To verbally count beyond 20, recognising the pattern of the counting system.</p> <p>To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

Understanding of the World	Past and Present	Past and Present	Past and Present	Past and Present	Past and Present	Past and Present
Past and Present	To talk about familiar situations from the past, looking at photos of family, the school and local area	To talk about familiar situations from the past, looking at photos of family, the school and local area	To talk about traditional stories from the past	To talk about traditional stories from the past	To understand the past through characters and events in books and storytelling	To talk about the lives of the people around them and their roles in society.
People, Culture and Communities	<u>People, Culture and Communities</u>	<u>People, Culture and Communities</u>	<u>People, Culture and Communities</u>	To talk about some similarities and differences between things in the past and now	To talk about some similarities and differences between things in the past and now	To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
The Natural World	To talk about people who are special to me and why To draw a picture of own home, family, school and other important places in the local environment To talk about changes since being a baby	To talk about the journey to and from school and what is seen en-route To know that people have different beliefs and have special stories, festivals and celebrations that are important to them To describe own local environment	To discuss holidays and places visited beyond the local environment To talk about different journeys made	<u>The Natural World</u> To identify signs of spring To use the senses to explore outside environments	To talk about people in the community who help us To know that the emergency services exist and what they do To know that adults do a variety of jobs	To understand the past through settings, characters and events encountered in books read in class and storytelling.
	<u>The Natural World</u> To talk about how Summer changes into Autumn To discuss daily and weekly weather and weather patterns To know that humans and other animals can grow	To know the names of common fruits and vegetables To explain the importance of healthy eating on our bodies To know the names of different body parts	To name and identify a range of different materials and to know how they are used in familiar environments	<u>The Natural World</u> To identify and name common native, woodland, countryside creatures. To name, observe and draw UK wildlife with common features To explore creatures that are	To discuss similarities and differences between life in this country and life in another country To know that some environments are different to own local environment	To describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
				<u>The Natural World</u> To understand the features of a life cycle To talk about the features of animals that live in similar places and suggest reasons why To explore adaptation	To 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.	To 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.
						<u>The Natural World</u>

				<p>nocturnal and creatures that hibernate</p> <p>To explore habitats</p>	<p>To explore plants and their growth</p> <p>To discuss how to stay safe in the heat and dangerous weather/ heat waves</p>	<p>To explore the natural world, making observations and drawing pictures of animals and plants.</p> <p>To know some similarities and differences between the natural world around them and contrasting environments, drawing on own experiences and what has been read in class.</p> <p>To understand some important processes and changes in the natural world, including the seasons and changing states of matter.</p>
<p>Expressive Arts and Design</p> <p>Creating with materials</p> <p>Being imaginative and expressive</p>	<p>To draw a self portrait</p> <p>To use colour for a purpose</p> <p>To draw bodies of an appropriate size when representing family</p> <p>To give meaning to the marks that are made</p> <p>To request a favourite song/rhyme</p> <p>To sing along to well-known songs and nursery rhymes</p> <p>To sing in a group or solo, matching pitch and following the melody</p> <p>To develop storylines through small-world and role play with peers</p>	<p>To use different brushes, selecting fine brushes to add detail</p> <p>To develop simple patterns by printing with objects using a range of materials</p> <p>To use large scale loose parts to create</p> <p>To mix two colours to make the secondary colour</p> <p>To create different textures and combine media to create new effect</p> <p>To know and join in with nursery rhymes and songs</p>	<p>To return to and build on previous learning, refining ideas</p> <p>To adapt construction to achieve a desired outcome</p> <p>To create collaboratively, sharing ideas, resources and skills</p> <p>To select tools and techniques needed to shape, assemble and join materials</p> <p>To mix colours and know what colour will be created</p> <p>To create different textures and</p>	<p>To choose materials to achieve a goal</p> <p>To work in a group to create 3D models</p> <p>To select tools and techniques needed to shape, assemble and join materials</p> <p>To create different textures and combine media to create new effect</p> <p>To move the body in a variety of ways to a song or piece of music</p> <p>To create more complex narratives in pretend play,</p>	<p>To explain how something was created to peers, including why particular techniques and materials were used</p> <p>To return to and extend creative learning</p> <p>To mix colours and know how to change the shade of a colour</p> <p>To retell parts of familiar stories through use of puppets, toys, masks or small-world</p>	<p>Creating with Materials</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To share creations, explaining the process that has been used.</p> <p>To make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive</p> <p>To invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>To sing a range of well-known nursery rhymes and songs;</p>

	<p>To take part in simple, pretend play often based on familiar experiences.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p> <p>To select tools and techniques needed to shape, assemble and join materials.</p>	<p>To talk about favourite music or song and reasons why its liked.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p> <p>To select tools and techniques needed to shape, assemble and join materials.</p>	<p>combine media to create new effect.</p> <p>To listen to music and talk about feelings it evokes.</p> <p>To use enhancements to extend imaginative play.</p> <p>To listen to music and talk about feelings it evokes.</p>	<p>building on the contributions of peers.</p> <p>To perform familiar songs/rhymes in a small group.</p> <p>To participate in collaborative, creative activities.</p>	<p>To dance in a sequence of learnt moves.</p> <p>To engage in music and follow a story map creating a musical accompaniment.</p> <p>To celebrate music and dance from another country and culture.</p>	<p>perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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