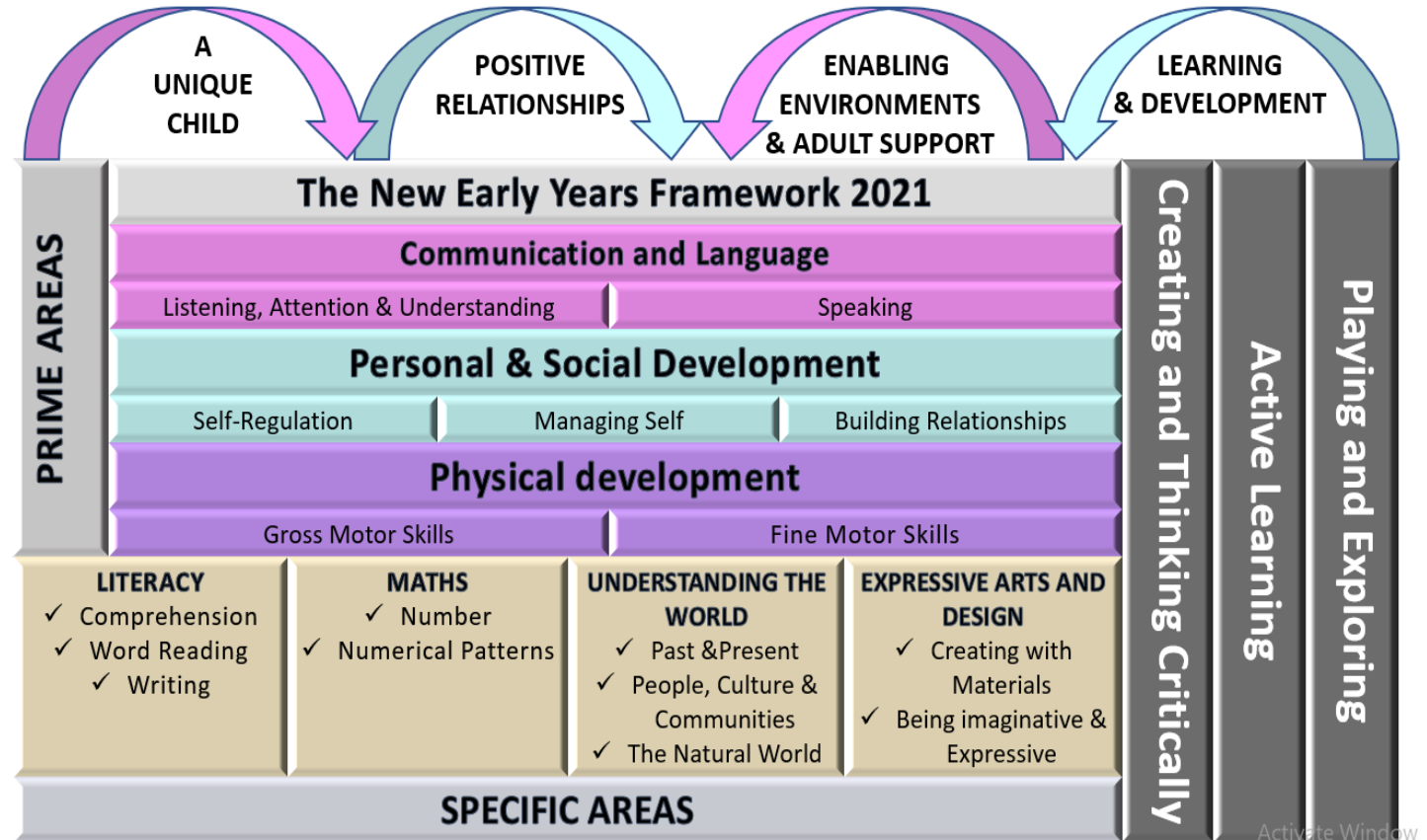


# Reception Curriculum 2025-2026

“At Pinewood, we aim to ‘Make Learning Irresistible’. This runs through everything we do, from lessons, our learning environment both indoors and outdoors to visits and visitors. Our school is an amazing place to be and the staff and children are all very proud to be part of the Outstanding Pinewood Pride!

Children feel valued and loved in school and staff pride themselves on building strong relationships with both parents/carers and children. We teach literacy and maths to a high standard and children make excellent progress throughout the EYFS. We treat every child as an individual and are committed to the development of the ‘whole child’. We want children to enter KS1 happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey

The EYFS Team at Pinewood



## Our Curriculum at Pinewood



**R** Remembering

**O** Opportunities

**O** Outcomes

**T** Talk

**S** School values

# Reception Curriculum Plan 2025-2026



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1

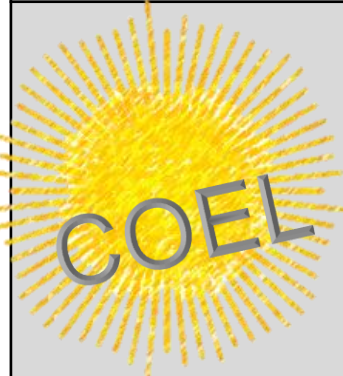



SUMMER 2

<p>General Themes</p> <p><b>NB: These themes may be adapted at various points to allow for children's interests</b></p>	<p><b>Magical Me!</b> Starting school / my new class / New Beginnings People who help us / Careers My family / PSED focus /relationships/feelings What am I good at?</p> <p>7 weeks</p>	<p><b>Fantastic Festivals!</b> Bonfire night celebrations Diwali Halloween Little Red Hen – Harvest The Nativity at Christmas Letters to Father Christmas</p> <p>7 weeks</p>	<p><b>George and the Dragon</b> Arts &amp; Design focus: Saint George and the Dragon (Ucello)</p> <p>6 weeks</p>	<p><b>Come Outside!</b> Plants &amp; Flowers Life cycles Planting beans/seeds Where do we live in the UK / world? Farm Fairytale</p> <p>5 weeks</p>	<p><b>Amazing animals!</b> What lives in our pond? Habitats Life cycles Minibeasts Fairytale</p> <p>6 Weeks</p>	<p><b>Splish Splash Splosh!</b> Under the sea theme Looking after our oceans Pirates Looking at old seaside photographs</p> <p>8 weeks 1 day</p>
<p><b>High quality Texts</b></p>	<p>1 (3 days) The Colour Monster 2: Its okay to be different 3:The big book of families/homes/Arnold 4.I want a Pet 5.Im afraid your teddy has been in trouble today 6. Zog and the flying doctors 7.Supertato</p>	<p>1. Guy Fawkes: Recount/London 2. Rama and Sita/Diwali 3. Room on the Broom 4. Little Red Hen (x2 weeks) T4W 5. Stick Man 6: Winter/Non Fiction 7. Christmas lists and letters to Santa</p>	<p>1 George and the Dragon 2. Finding the dragon egg 3. How to catch a Dragon (instructions) 4 &amp; 5 There's a Dragon in your book 6: Zog</p>	<p>1: Jack and the Beanstalk 2 &amp; 3. Non-Fiction Chicks 4. What the Ladybird Heard/farm 5. Re-count Whitepost Farm</p>	<p>1: Oi Frog (rainforest) 2 &amp; 3: The 3 Billy Goats Gruff 4. Mad About Minibeasts 5.Non-Fiction books about Caterpillars (making a diary) 6. Spider Sandwiches</p>	<p>1. Billy's Bucket 2. Commotion in the Ocean 3. Somebody Swallowed Stanley 4. Sharing a Shell 5. What the Ladybird Heard at the Seaside 6. Home for a Pirate 7. Pirate Pete 8. Transition week: letters to new teachers</p>
<p><b>'Wow' moments / Enrichment</b></p>	<p>Family photos Baby photos Pets in Nurse /police officer visit</p>	<p>Guy Fawkes / Bonfire Night/firefighter visit Remembrance Day Making bread (little Red Hen) EYFS Nativity Santa visit Lu to organise Hobbucks trip</p>	<p>Art exhibition Chinese New Year</p>	<p>Living chick eggs in (week 2) Planting beanstalks Mother's Day World Book Day Whitepost Farm trip Easter bonnet parade/egg rolling/decorating Lu to organise Hobbucks trip</p>	<p>Caterpillars in Frogspawn in classroom or pond visits Hobbucks (Minibeast week)</p>	<p>Map work - Find the Treasure End of year family picnic Lu to organise Hobbucks trip</p>



# Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	Magical Me!	Fantastic Festivals!	George and the Dragon	Come Outside!	Amazing Animals!	Splish Splash Splish!
 	<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: Pinewood, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.' EYFS Team</i></p> <p style="text-align: center;"><b><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b></p>					



# Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me!	Fantastic Festivals !	George and the Dragon!	Come Outside!	Amazing Animals!	Splish Splash Splosh!
Our Pinewood values	<p>Values: Kindness &amp; Self-belief</p> <p><b>Books:</b>  <b>Kindness:</b>            Dogger, Room on the broom            The Giving Tree Lost and Found  <b>Self belief</b>            Gruffalo            How to Catch a Star</p>	<p>Values: Honesty &amp; Independence</p> <p><b>Books:</b>  <b>Honesty:</b>            Do unto others  <b>Independence:</b>            Iggy Peck architect Lost and found            The missing Piece            The Way back Home</p>	<p>Values: respect &amp; resilience</p> <p><b>Books</b>  <b>Respect:</b>            Bog Baby            Little Rabbit Foo Foo            The Great Kapok Tree            Tusk Tusk  <b>Resilience:</b>            Peace at last After the Storm            Peter and the wolf            Kevin the Cat with the Magic Hat            Up and Down Monkey            Puzzle            The Way Back Home</p>	<p>Values:responsibility &amp; curiosity</p> <p><b>Books</b>  <b>Responsibility:</b>            One world            Bog baby            The great kapok Tree  <b>Curiosity:</b>            The mole who knew it was non on his business</p>	Values: Re-cap on all 6	Values: Re-cap on all 6



It goes without saying that we want our children to reach their potential academically whilst here at Pinewood. But education is about so much more than this. In December 2016 we decided to link our vision and values to a pine tree theme where we provide the roots in order for children to grow and finally have the wings to fly onto the next part of their educational journey. Values are the principles that guide our behaviour and thinking as a school. The values we want to instill in our children here at Pinewood can be seen on the pine cones.

Our school aim is 'To make learning irresistible' as this encompasses what we do at Pinewood in order to meet our vision.

Our school prioritises relationships. We really care for each other as a staff team, for our children and our families. Pinewood is a lovely place to be. Our values are not just laminated on classroom walls, they permeate through everything we do and our behaviours as a team. You feel the ethos of our school the second you walk through the door. We prioritise the inner curriculum as much as the more easily recognisable outer curriculum. We want our children to leave us with academic intelligence, emotional intelligence and ethical intelligence.



# Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	Magical Me!	Fantastic Festivals!	George and the Dragon	Come Outside!	Amazing Animals!	Splish Splash Splosh!
BRITISH VALUES SHARING CIRCLES	<p><b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p><b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p><b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p><b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b>Recap all British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
ASSESSMENT OPPORTUNITIES	<p>In-house - Baseline data on entry National Baseline data by end of term Little Wandle Phonics assessments EYFS team meetings GLD Projections for EOY</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Little Wandle Phonics assessments</p>	<p>Local schools moderation EYFS team meetings Phase meeting and internal moderations Little Wandle Phonics assessments</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Little Wandle Phonics assessments</p>	<p>Local schools moderation EYFS team meetings Little Wandle Phonics assessments</p>	<p>Pupil progress meetings Reports Phonics assessments LA moderation training EYFS team meetings EOY data Little Wandle Phonics assessments</p>
PARENTAL INVOLVEMENT	<p>Welcome meeting Open door policy DOJO involvement Family photos Baby Photos</p>	<p>DOJO involvement Nativity/Christmas Craft Parents Evening</p>	<p>DOJO involvement Art exhibition</p>	<p>DOJO involvement Parents Evening Easter bonnet parade Farm trip</p>	<p>DOJO involvement</p>	<p>DOJO involvement Reports End of year family Picnic 100/200 readers assembly</p>



# Diversity Texts to be read throughout the year during story time sessions (F1 & F2)

BAME main characters	Cultural Diversity	Neurodiversity	Physical Disabilities	Different Families
<p>So much Shine            Astro Girl            Lulu's first day            Baby goes to market            Mommy saying            Full, full full of love            15 things not to do with a puppy            Jabari jumps            Izzy gizmo            Little people big dreams books</p>	<p>The big book of families            Maisie's scrapbook            Hats of faith            The jasmine sneeze            Golden domes and silver lanterns</p>	<p>We're all wonders            Perfectly Norman            Incredible you            I see things differently            Mr Gorski I think I have the wobble            Because            What makes me a me?            The unbudgeable curmudgeon</p>	<p>Its ok to be different            When Charlie met emma            Only one you            Don't call me special            Happy to be me            Millie gets her super ears</p>	<p>My pirate mums            Mt two grandads            The girl with two dads            We are family            More people to love me            Our class is a family            Love makes a family            Heather has two mummies</p>



# Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me	Fantastic Festivals!	George and the Dragon	Come Outside	Amazing Animals!	Splish, Splash, Splish!
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .					
Managing Self  Self regulation  Making relationships	<p><u>SCARF: Me and My Relationships</u></p> <p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>-All about me</li> <li>-What makes me special</li> <li>- Me and my special people</li> <li>-Who can help me?</li> <li>-My feelings</li> </ul> <p>Oral hygiene: teeth cleaning linked to the dental nurse</p> <p>Handwashing</p> <p>Class rules: Behavioural expectations in the class/boundaries set</p> <p>Class rules</p>	<p><u>SCARF: Valuing Difference</u></p> <p>I'm special, you're special</p> <ul style="list-style-type: none"> <li>-Same and different/families and homes</li> <li>-I am caring</li> <li>-I am a friend</li> </ul> <p>I know what it means to be respectful and to be treated with respect</p> <p>Independence: putting own socks and shoes on</p>	<p><u>SCARF: Keeping safe</u></p> <p>What's safe to go onto/into my body including medicines</p> <ul style="list-style-type: none"> <li>-safe indoors and outdoors</li> <li>-Listening to my feelings</li> <li>-Keeping safe online</li> <li>-People who help to keep me safe</li> </ul> <p>SMART rules</p>	<p><u>SCARF: Rights and respect</u></p> <p>Looking after my special people and my friends</p> <p>Being helpful at home and caring for our classroom</p> <ul style="list-style-type: none"> <li>-Caring for our world</li> <li>-Looking after money</li> </ul> <p>Caring for animals/ducklings/frogs</p>	<p><u>SCARF: Being my best</u></p> <p>Bouncing back when things go wrong</p> <ul style="list-style-type: none"> <li>Yes I can</li> <li>-Healthy eating</li> <li>My healthy mind</li> <li>Move your body</li> <li>-A good nights sleep</li> </ul> <p>Importance of exercise</p> <p>Being kind to living creatures</p> <p>Taking care of animals (frogs/butterflies)</p>	<p><u>SCARF: Growing and changing</u></p> <p>seasons</p> <ul style="list-style-type: none"> <li>- Life stages plants, animals, humans</li> </ul> <p>Human life stage, who will I be?</p> <ul style="list-style-type: none"> <li>Where do babies come from?</li> <li>Getting bigger</li> </ul> <p>Me and my body, girls and boys</p> <p>Transition into Year 1</p> <p>Year 1 readiness</p>
	<p><b>Ongoing:</b> Know how to tolerate delay when my needs are not immediately met and understand they may not always be met. Know how to wait for an adult's attention if they are talking to another child Show sensitivity to their own and to others' needs. Work and play cooperatively and take turns with others know how to initiate play, offering cues to my friends to join me Know how to start conversations and take account of what others say</p> <p>Know I can take steps to resolve conflict eg: finding a compromise without adult support Know how to build constructive and respectful relationships Know the boundaries set and of behavioural expectations in the class Know that having responsibilities can be enjoyable e.g. carrying out out small tasks Know that praise for what I have done is a positive thing Know that an adult should be present when on the internet Manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Know it is important to remember my manners Know how to make my own needs, wants, interests and opinions known to others in an acceptable way Know how to put my own coat and jumper on even if the sleeves are inside out Know how to put on my own socks and shoes on</p>					



# Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me!	Fantastic Festivals!	George and the Dragon	Come Outside!	Amazing Animals!	Splish, Splash, Splosh!
<p><b>Communication and Language</b></p> <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in our setting.</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, Word Aware interventions.</p> <p><b>Daily story time using high quality texts (from the EYFS brilliant reads list)</b></p>	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word aware Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p><b>Tell me a story!</b> Develop vocabulary: Word aware Discovering Passions Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Remember key points from a story Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary Discuss familiar celebrations</p>	<p><b>Tell me why!</b> Develop vocabulary: Word aware Ask's how and why questions... Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs Talk about similarities and differences between things in the past and now (transport)</p>	<p><b>Explain to me!</b> Word Aware: explore vocab Reciting poems and songs Tell me a story - retelling stories: talk for writing Articulate a duck life cycle Listen to and engage in and talk about selected non-fiction Articulate my ideas and thoughts into well-formed sentences Ask questions to find out more recount an experience</p>	<p><b>Rhyme time!</b> Word Aware: Explore Vocab Learn and recite, poems and songs Rhyme/rhyming sentences I can continue a rhyming string Re-tell a story/fairytale Describe events in some detail: frog life cycle, caterpillar life cycle</p>	<p><b>Tell me about differences?</b> Word Aware: Explore Vocab Talk about the experiences I have had at different points in the school year (end of year video) Articulate how we can look after our planet</p>



# Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me	Fantastic Festivals!	George and the Dragon	Come Outside	Amazing Animals!	Splish, Splash, Splosh!
Managing Self	<p>Know some different feelings and can think of a way of dealing with 'not so good' feelings (self-regulation)</p> <p>Know I can express my feelings and consider the feelings of others'</p> <p>Show an understanding of my own feelings and those of others and begin to regulate myself accordingly</p> <p>I can say different feelings that I have and how my body behaves when I have them.</p> <p>Know some classroom rules. I know who to go to if I am upset</p> <p>Know the boundaries set and of behavioural expectations in the class</p> <p>I can identify an adult who I can talk to, either at home or at school, if I need help.</p> <p>Know that not all families are the same</p> <p>Know how to hand wash and can articulate why this is</p> <p>Know how people are different and are respectful of this</p> <p>Know others may have differing needs and can accept the needs of others and I can take turns and share resources, sometimes with support</p> <p>Show sensitivity to their own and others needs</p>	<p>Know that all families are not the same</p> <p>Know how people are different and are respectful of this</p> <p>Know what it means to be respectful and treated with respect</p> <p>Know that having responsibilities can be enjoyable</p> <p>Know others may have differing needs and can accept the needs of others and I can take turns and share resources, sometimes with support</p> <p>Know that praisie for what I have done is a positive thing</p> <p>Know how to make my needs, wants, intersts known in an acceptable way</p> <p>Know my choices may impact others</p> <p>Know I can take steps to resolve conflict eg: finding a compromise without adult support</p> <p>Know what I am good at and how to communicate this to others</p> <p>Know how to work and play co-operatively and take turns with others</p> <p>Know how to initiate play, offering cues to my friends to join me</p> <p>Explain the reason for rules, know right from wrong and try to behave accordingly</p> <p>Know how to start conversations and take account of what others say</p>	<p>Know and understand why adults should help to keep us safe</p> <p>Know what to do if worried and scared</p> <p>Know how to look after myself</p> <p>I can tell you how medicines can help a person.</p> <p>I can identify an adult who I can talk to, either at home or at school, if I need help.</p> <p>I know that an adult should be present when on the internet</p> <p>I know how to stay safe online</p>	<p>Know what makes a good friend</p> <p>Know how to think about the perspectives of others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Know how to say positive things about my friends</p> <p>Know it is important to remember my manners</p> <p>Know what it means to be respectful and to be treated with respect</p> <p>Know that my actions affect other people</p> <p>Know how to build constructive and respectful relationships</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Know why its important to keep money safe</p> <p>Know ways to save money</p> <p>Know why we save money</p> <p>To identify the uses of money</p>	<p>Know what my body needs to keep healthy including oral hygiene.</p> <p>Know some healthy foods and know the importance of making healthy food choices</p> <p>Know how to look after myself</p> <p>Know ways to stay safe</p> <p>Know what is safe to go outside my body</p> <p>know the importance of regular exercise</p> <p>Know when and why we have bedtime &amp; Know the importance of sleep</p> <p>Know how to show resilience and perseverance in the face of challenge</p> <p>Know my value as an individual</p> <p>Know what I am good at and how to communicate this to others</p> <p>Know how to hand wash</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Give focused attention to what the teacher says, respond appropriately even when engaged in an activity and show an ability to follow several instructions involving several ideas or actions</p> <p>Know how to tolerate delay when my needs are not immediately met and understand they may not always be met</p> <p>Know how to wait for an adults attention if they are talking to another child</p> <p>Manage my own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p>Know and understand some important processes and changes in the natural world around them, including the seasons (science)</p> <p>Know how to talk about some of the things I have observed such as plants, animals, natural and found objects. (Science)</p> <p>Know and understand the key features of the life cycle of an animal. (Science)</p> <p>Know and start to develop an understanding of growth, decay and changes over time. (Science)</p> <p>Know how to look after the environment (science)</p> <p>Know where babies come from (science)</p> <p>Know and name body parts (science)</p> <p>Know that some things are private on our own body (science)</p> <p>Know the names of some body parts which are inside my body and some which are outside (science)</p> <p>Set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p>

In F2, independence is further encouraged and expectations of making feelings known are deepened. The concept of Super Cat learners is introduced to the children along with the learning pit and positive learning behaviours.

# Reception Curriculum Plan 2025-2026


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical me!	Fantastic Festivals!	George and the Dragon	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
<p><b>RE</b></p> <p><b>Understanding the world/PSE</b></p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p><b>Which people are special and why?</b></p> <p><b>Who are we and how do we belong?</b></p> <p><b>Which stories are special and why?</b></p> <p>Showing interest in familiar and other adults from the community</p> <p>Know special people in their immediate family and be able to talk about them</p> <p>Know what makes them special</p> <p>Know which friends are special to them and articulate what they like about them</p> <p>Know how to care for living things</p> <p>Know about people who help us</p> <p>Know about people around us</p> <p>know I have to take responsibility for my class objects and actions</p> <p>Show interest in differences know that I have similarities and differences that connect me to and distinguish me from others</p>	<p><b>What times are special and why?</b></p> <p><b>Which stories are special and why?</b></p> <p>Know which stories are special and why e.g. nativity</p> <p>Join in with celebrations</p> <p>know and describe special times or events for family or friends respecting difference</p> <p>Know at a basic level the Christmas story</p> <p>Know that Chinese New year, Diwali and Christmas are times that people celebrate</p> <p>Know an example of how people celebrate these festivals</p> <p>Know that different people celebrate different things</p> <p>Know that people have different beliefs</p> <p>Know what it means to celebrate</p> <p>Know some traditions that lie behind a celebration e.g. birthday presents, Christmas presents, cards, making Diwa lamps</p>	<p><b>What times are special and why?</b></p> <p>Know that Chinese New year, Diwali and Christmas are times that people celebrate</p> <p>Know an example of how people celebrate these festivals</p> <p>Know that different people celebrate different things</p> <p>Know that people have different beliefs</p> <p>Know some traditions that lie behind a celebration e.g. birthday presents, Christmas presents, cards, making Diwa lamps</p>	<p><b>What times are special and why?</b></p> <p><b>Which stories are special and why?</b></p> <p>Know that people have different beliefs</p> <p>Know which stories are special and why (The Easter Story)</p> <p>Values: link to bible stories, the rich farmer</p>	<p><b>What is special about our world?</b></p> <p>Know which stories are special and why (The Creation Story/Noah's Ark)</p> <p>Know how to care for living things</p> <p>Looking after God's planet</p>	<p><b>What is special about our world?</b></p> <p><b>What places are special and why?</b></p> <p>Know what places are special to me</p> <p>Know that people may have special places that are different to each other</p>




# Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me!	Fantastic Festivals!	George and the Dragon!	Come Outside!	Amazing Animals!	Splish, Splash, Splish!
<b>Physical development</b> <b>Fine motor</b> Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.  <b>Daily opportunities for Fine Motor Activities</b>  <b>Gross motor</b> <b>Weekly Next Level Sport Coach Session</b>	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
	I am working within 4-6 years of the pencil grip and control progression I can show a preference for a dominant hand. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. EG: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. I can cut a shape out using scissors I have developed the foundations of handwriting with most letters formed correctly I can do up my own zip I can take off and put on my own shoes I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can use tools for mark making with control. I can use pincers, tweezers and threading equipment with increasing control and confidence. I can copy shapes, letter and pictures. I can sit on a chair with a straight back and my feet on the floor. I can control finer tools when playing with dough. I can form recognisable letters, some of them correctly. I can use a tripod grasp. Form lower-case and some capital letters correctly					
	<b>NEXT LEVEL SPORTS: Multiskills: Introduction to PE</b> <b>Know how to:</b> Know how to adjust speed or change direction to avoid obstacles when playing games with other children Know how to run in different directions Know how to jump up into the air and maintain balance Know how to follow adult-led instructions about moving safely and the reasons why Know how to move safely in a space Negotiate space and obstacles safely, with consideration for themselves and others. Know that our heart beats faster during exercise  <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</b>	<b>NEXT LEVEL SPORTS: Dance</b> <b>Know how to:</b> Know how to move to music Know how to copy basic actions and movements Know how to investigate different ways of moving Know how to have an awareness of space Know how to safely perform teacher led warm ups Know how to create movement in response to music.	<b>NEXT LEVEL SPORTS: Multiskills: throwing and catching</b> <b>Know how to:</b> Know how to throw, catch, kick, pass and strike a ball Know how to throw a ball with aim, demonstrating increasing control Know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it	<b>NEXT LEVEL SPORTS: Gymnastics</b> <b>Know how to:</b> Know how to copy a simple sequence Know how to travel with confidence and skill around, under, over and through balancing and climbing equipment Know how to jump off an object and land on two feet, appropriately using hands, arms and body to stabilise and balance Know how to move fluently, in a variety of movements, with developing control and grace Know how to make changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Know how to combine different movements to make a simple sequence <b>Demonstrate strength, balance and coordination when playing</b>	<b>NEXT LEVEL SPORTS: Multiskills: Large ball skills</b> <b>Know how to:</b> Know how to throw, catch, kick, pass and strike a ball Know how to throw a ball with aim, demonstrating increasing control Know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it Know how to improve an action such as throwing, catching or striking Know how to listen and follow two simple instructions in a game Know how to take turns and share resources when playing games	<b>NEXT LEVEL SPORTS: Athletics</b> <b>Know how to:</b> Know how to adjust speed or change direction to avoid obstacles when playing games with other children Know how to run in different directions <b>Negotiate space and obstacles safely, with consideration for themselves and others.</b>
<b>CONTINUOUS PROVISION;</b> Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play-climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options <b>From Development Matters 20'</b> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.						

# Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme 	Magical me!	Fantastic Festivals!	George and the Dragon	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
<p><b>Reading</b></p> <p>We follow the Little Wandle Phonics and reading scheme.</p> <p>Assessments are carried out half termly and children are matched to the appropriate book band.</p>	<p><b>Pink A Phase 2 Set 1</b></p> <p>I know these Phase 2 graphemes in words: <b>s a t p i n</b> and can read these sounds in words.</p> <p>I begin to blend and segment in order to read vc and cvc words e.g. <b>as, at, in, is, it and</b></p> <p>I know how to handle books correctly, find the title, turn the pages properly and know that print goes from left to right</p> <p>I start to match spoken words to printed words (one to one correspondence)</p> <p>I know how to confirm this matching by pointing to some key words and known letters.</p>	<p><b>Pink A Phase 2 Set 2</b></p> <p>I know these Phase 2 graphemes in words: <b>s a t p i n m d</b> and can read these sounds in words e.g. <b>am, dad, an, man, mum, had, sat, has</b></p> <p>I know how to match spoken to printed word (one to one correspondence) across 2-3 lines of print</p> <p>I know how to blend some letters together, with meaning, to read the text, including CVC words</p> <p><b>Pink A Phase 2 Set 3</b></p> <p>I know these Phase 2 graphemes in words: <b>g o c k ck</b> and can read these sounds in words e.g. <b>back, can, got, on, not</b></p> <p>I know these light pink key words - <b>the is and</b></p> <p>I know how to sound out and blend <b>sat man hug red</b> (before moving to Pink B)</p> <p>I know how to handle books correctly, find the title, turn the pages properly and know that print goes from left to right</p> <p>I begin to match spoken words to printed words (one to one correspondence) and confirm this by pointing to some key words</p> <p>I can segment and blend words orally</p>	<p><b>Pink B Phase 2 Set 4</b></p> <p>I know these Phase 2 graphemes in words <b>e u r h b f f l l s s</b> and can read these sounds in words: e.g. <b>him, get, up</b></p> <p>I know these dark pink key words – <b>I put pull full as has his her go no</b></p> <p>I know how to read each word as <b>I</b> point to it (one-to-one correspondence) across 2-3 lines of print.</p> <p>I continue to know how to read simple words more confidently by blending sounds together.</p> <p>I have some awareness of mismatches between reading attempts and texts</p> <p><b>Red A Phase 2 Set 5</b></p> <p>I know these Phase 3 graphemes in words <b>j v w x y z z q u ch sh th ng nk</b></p> <p>I know these red words – <b>she push he of we me be to into</b></p> <p>I know how to read simple words by blending phonemes from left to right and check for meaning – does it make sense and sound right</p> <p>I know how to consolidate secure control of one-to-one matching on a wide range of texts</p> <p>I begin to notice own errors</p> <p>I know how to start to read in a more phrased manner while maintaining track of the print</p>	<p><b>Red B Phase 3 Set 1</b></p> <p>I know these Phase 3 graphemes in words <b>ai (snail) ee (see) igh (night) oa (goat) oo (zoo) oo (look) ar (car) or (fork) ur (nurse) ow (cow) oi (spoil) ear (hear) air (chair) er (better) er (better)</b> and am blending in my head more words</p> <p>I know these red words automatically - <b>was you they my by all are sure pure</b></p> <p>I know how to make sure my reading makes sense</p> <p>I know how to re-read a sentence to make it sound like talking</p> <p>I know how to solve simple words by blending phonemes from left to right and check for meaning, correct syntax, i.e. does it make sense and sound right?</p>	<p><b>Red C Phase 3 Set 2</b></p> <p>I know these Phase 3 graphemes in longer words: <b>ai (snail) ee (see) igh (night) oa (goat) oo (zoo) oo (look) ar (car) or (fork) ur (nurse) ow (cow) oi (spoil) ear (hear) air (chair) er (better) e.g. popcorn, waiting, torches and am blending in my head confidently and automatically</b></p> <p>I know these red words automatically - <b>was you they my by all are sure pure</b></p> <p>I know how to make sure my reading makes sense</p>	<p><b>Yellow Phase 4 Set 1</b></p> <p>I know these Phase 3 graphemes in words: <b>ai (snail) ee (see) igh (night) oa (goat) oo (zoo) oo (look) ar (car) or (fork) ur (nurse) ow (cow) oi (spoil) ear (hear) air (chair) er (better)</b> and I can read words with adjacent consonants and short vowels e.g. went, fact, bring, munch, stamp, sprint, forest, started, smashed, melted, strongest, blossom, crowds, storm, brighter, greenest</p> <p>I know these yellow key words: <b>said so have like some come love do were here little says there when what one out today</b></p> <p>I begin to know how to follow print with my eyes, finger pointing at points of difficulty</p> <p>I take more note of punctuation for grammar</p> <p>I know how to cross-check all sources of information, while reading, and sometimes self-correct</p> <p>I note familiar words and phonemes and use these to get to unknown words</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General  es	Magical me	Fantastic Festivals!	George and the Dragon	Come Outside	Amazing animals!	Splish Splash Splosh!
<p><b>Writing</b></p> <p>TFW used as stimulus across the year</p> <p>Texts may change due children's interests</p> <p>Children all have their own writing 'snappy target' starting Autumn term 2</p>	<p><b>Texts as a Stimulus:</b></p> <ol style="list-style-type: none"> <li>1. Colour Monster</li> <li>2. It's Okay to be Different</li> <li>3. The Big Book of Families</li> <li>4. I Want a Pet</li> <li>5. Im afraid your teddy has been in trouble today</li> <li>6. Zog and the flying Doctors</li> <li>7. Supertato</li> </ol> <p>I know how to say a clause to complete a sentence that is said aloud e.g. 'When we went to the beach today...we ate ice-cream, it was hot.</p> <p>I know how to write from left to right across the page</p> <p>My writing will usually need mediation.</p> <p>I know how to write initial sounds in words</p> <p>I know how to identify or write 10+ graphemes on hearing corresponding phonemes</p> <p>I know how to hear and say the initial sounds in words</p> <p>I know how to blend and segment words orally</p> <p>I am beginning to know how to write some phase 2 tricky words (eg: I the to)</p> <p>I know how to make a good attempt to write my first name</p> <p>I know to make marks that look like writing</p> <p>I know how to form correctly most of the 10+ lower case letters</p>	<p><b>Texts as a Stimulus:</b></p> <ol style="list-style-type: none"> <li>1. Guy Fawkes non fiction</li> <li>2.Rama and Sita Diwali</li> <li>3. Room on the Broom</li> <li>4. The Little Red Hen</li> <li>5. Stick Man</li> <li>6. Winter/non Fiction</li> <li>7. Christmas lists and letters to Santa</li> </ol> <p>I know how to say a clause to complete a sentence that is said aloud e.g. 'When we went to the beach today...we ate ice-cream, it was hot.</p> <p>I know how to write from left to right across the page</p> <p>My writing will usually need mediation.</p> <p>I know how to write initial sounds in words</p> <p>I know how to identify or write 10+ graphemes on hearing corresponding phonemes</p> <p>I know how to hear and say the initial sounds in words</p> <p>I know how to blend and segment words orally</p> <p>I am beginning to know how to write some phase 2 tricky words (eg: I the to)</p> <p>I know how to make a good attempt to write my first name</p> <p>I know to make marks that look like writing</p> <p>I know how to form correctly most of the 10+ lower case letters</p>	<p><b>Texts as a Stimulus:</b></p> <ol style="list-style-type: none"> <li>1 George and the Dragon</li> <li>2 Finding the dragon egg</li> <li>3 How to catch a dragon (instructions)</li> <li>4 &amp; 5: Theres a dragon in your book</li> <li>6 Zog</li> </ol> <p>I know how to make up my own phrase or short sentence to express my thoughts aloud about stories, my paintings or drawings, or my own experiences</p> <p>I know how to attempt to write short sentences, captions, lists and labels</p> <p>My writing may still need mediation</p> <p>I am beginning to know how to use finger spaces to separate words.</p> <p>I know how to write 15/20 graphemes on hearing the corresponding phonemes</p> <p>I know how to segment and make plausible attempts at spelling some CVC words</p> <p>I know how to use phonic knowledge to write simple regular words</p> <p>I know how to write some phase 2 tricky words</p> <p>I know how to write my first name</p> <p>I know how to form correctly about 15/20 lower case letters</p> <p>I am beginning to know how to use a tripod grasp to write letters/words</p>	<p><b>Texts as a Stimulus:</b></p> <ol style="list-style-type: none"> <li>1 Jack and the Beanstalk</li> <li>2 &amp; 3: Non fiction chicks</li> <li>4. What the ladybird Heard</li> <li>5. Whitepost Farm Recount</li> </ol> <p>I know how to make up my own phrase or short sentence to express my thoughts aloud about stories, my paintings or drawings, or my own experiences</p> <p>I know how to attempt to write short sentences, captions, lists and labels</p> <p>My writing may still need mediation</p> <p>I am beginning to know how to use finger spaces to separate words.</p> <p>I know how to write 15/20 graphemes on hearing the corresponding phonemes</p> <p>I know how to segment and make plausible attempts at spelling some CVC words</p> <p>I know how to use phonic knowledge to write simple regular words</p> <p>I know how to write some phase 2 tricky words</p> <p>I know how to write my first name</p> <p>I know how to form correctly about 15/20 lower case letters</p> <p>I am beginning to know how to use a tripod grasp to write letters/words</p>	<p><b>Texts as a Stimulus</b></p> <ol style="list-style-type: none"> <li>1: Oi Frog</li> <li>2 &amp; 3: The 3 Billy Goats Gruff</li> <li>4. Mad About Minibeasts</li> <li>5.Non-Fiction books about Caterpillars (making a diary)</li> <li>6. Spider Sandwiches</li> </ol> <p>I know how to retain and write down a simple sentence that I have orally rehearsed.</p> <p>I know how to write simple phrases and sentences that can be read by others (ELG)</p> <p>My writing can be understood without mediation.</p> <p>I am beginning to know how to use full stops in the right places.</p> <p>I am beginning to know how to capital letters in the right places</p> <p>I mostly know how to use finger spaces to separate words.</p> <p>I know how to identify or write most graphemes on hearing the corresponding phonemes</p> <p>I know how to spell words with consonant clusters and simple digraphs (e.g. frig, hand, see, chop, storm, splash)</p> <p>I know how to spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG)</p> <p>I know how to write some irregular common words from phase 2 and 3 (e.g. I, the, he, said, of, love)</p> <p>I know how to write my first name with a capital letter at the start</p> <p>I know how to write recognisable letters, most of which are correctly formed ( ELG)</p> <p>I know how to form some capital letters correctly.</p> <p>I know how to hold a pencil comfortably and correctly using a tripod grasp.</p>	<p><b>Texts as a Stimulus:</b></p> <ol style="list-style-type: none"> <li>1. Billy's Bucket</li> <li>2. Commotion in the Ocean</li> <li>3. Somebody Swallowed Stanley</li> <li>4. Sharing a Shell</li> <li>5. What the Ladybird Heard at the Seaside</li> <li>6. Home for a Pirate</li> <li>7. Pirate Pete</li> <li>8. Transition week: letters to new teachers</li> </ol> <p>I know how to retain and write down a simple sentence that I have orally rehearsed.</p> <p>I know how to write simple phrases and sentences that can be read by others (ELG)</p> <p>My writing can be understood without mediation.</p> <p>I am beginning to know how to use full stops in the right places.</p> <p>I am beginning to know how to capital letters in the right places</p> <p>I mostly know how to use finger spaces to separate words.</p> <p>I know how to identify or write most graphemes on hearing the corresponding phonemes</p> <p>I know how to spell words with consonant clusters and simple digraphs (e.g. frig, hand, see, chop, storm, splash)</p> <p>I know how to spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG)</p> <p>I know how to write some irregular common words from phase 2 and 3 (e.g. I, the, he, said, of, love)</p> <p>I know how to write my first name with a capital letter at the start</p> <p>I know how to write recognisable letters, most of which are correctly formed ( ELG)</p> <p>I know how to form some capital letters correctly.</p> <p>I know how to hold a pencil comfortably and correctly using a tripod grasp.</p>



# Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me!	Fantastic Festivals!	George and the Dragon	Come Outside!	Amazing Animals!	Splish, splash, splosh!
Maths <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i>	Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , <b>‘have a go’</b> , <b>talk to adults</b> and peers about what they notice and not additoinbe afraid to make mistakes.					
	2 weeks Baseline Assessment/getting to know you  Match, sort and compare (2 weeks)  Talk about measure and patterns (2 weeks)  It’s me 1,2,3 (1 week)	It’s me 1,2,3 (1 week)  Circles and triangles (1 week)  1,2,3,4,5 (2 weeks)  Shapes with 4 sides (1 week)  Explore 3D shapes and patterns (1 week)  Consolidation (1 week)	Alive in 5 (2 weeks)  Mass and capacity (1 week)  Growing 6 7 8 (3 weeks)	Length height time (2 weeks)  Building 9 and 10 (3 weeks)	To 20 and beyond (2 weeks)  How many now? (1 week)  Explore 3D shapes (1 week)  Manipulate, compose and decompose (2 weeks)	Sharing and grouping (2 weeks)  Number bonds to 5 and 10 (1 week)  Teen numbers re-cap to 20 and beyond (1 week)  Visualise build and map (3 weeks)  Make connections and consolidation (1 week)



# Reception Curriculum Plan 2025-2026

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General Themes	Magical Me	Fantastic Festivals	George and the Dragon	Come Outside!	Amazing Animals!	Splish Splash Splosh
Computing	<p>Our aim is that children leave Pinewood:</p> <ul style="list-style-type: none"> <li>- having had their lessons brought to life through ICT</li> <li>- as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world</li> <li>- thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed</li> <li>- being able to confidently debug and solve problems</li> </ul>					
	<p>Know how to access, understand and interact with a range of technologies, developing literacy skills</p> <p>Know that information can be retrieved from technological devices and the internet</p> <p>know how to use the internet, with adult supervision, to find and retrieve relevant information</p> <p>Know about how everyday technology is controlled</p> <p><b>SMART RULES:</b> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>know how to access, understand and interact with a range of technologies, developing literacy skills (mini mash)</p> <p>Know about how everyday technology is controlled (photos on ipad)</p> <p><b>SMART RULES</b> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>Know how to navigate their way around an iPad and operate a few apps e.g. drawing on screen (take photos)</p> <p>know how to use the internet, with adult supervision, to find and retrieve relevant information</p> <p>Know about how everyday technology is controlled</p> <p><b>SMART RULES</b> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>Know that information can be retrieved from technological devices and the internet: Finding facts about animals</p> <p>know how to use the internet, with adult supervision, to find and retrieve relevant information</p> <p>Know about how everyday technology is controlled</p> <p><b>SMART RULES</b> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>Know how to complete a simple program on an electronic device e.g. BeeBot, iPad etc independently</p> <p>know how to use the internet, with adult supervision, to find and retrieve relevant information</p> <p>Know about how everyday technology is controlled</p> <p><b>SMART RULES</b> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>know how to use the internet, with adult supervision, to find and retrieve relevant information</p> <p>Know the basic functions of an iPad (home button, lock button and volume buttons) Make a pic collage</p> <p>Know about how everyday technology is controlled</p> <p><b>SMART RULES</b> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>



# Reception Curriculum Plan 2025-2026

General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical Me!	Fantastic Festivals!	George and the Dragon	Come Outside!	Amazing Animals!	Splish, Splash, Splosh!
<b>Understanding the world</b>	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
<b>Science links</b> (Know and understand some important processes and changes in the natural world around them including the seasons: covered every term)	<h2>SCIENCE LINKS</h2>					
<p>Explore the natural world around them, making observations</p> <p>Draw pictures of animals</p> <p>Know how to show care and concern for living things and the environment</p> <p>Know how to describe what I see, hear and feel whilst outside.</p> <p>Know and name body parts</p> <p>Know and understand some important processes and changes in the natural world around them, including the seasons: Autumn</p>	<p><b>Know and understand some important processes and changes in the natural world around them, including changing states of matter:</b></p> <p>Baking bread: Linked to Harvest and The Little Red Hen story</p> <p>Melting ice linked to Winter</p> <p><b>Know and understand some important processes and changes in the natural world around them, including the seasons: Winter</b></p>	<p>Know how to recognise some environments that are different to the one in which I live.</p> <p>Know how to explore different materials and talk about what they are made from</p> <p><b>Know and understand some important processes and changes in the natural world around them, including the seasons: Spring</b></p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction</p>	<p>Know how to talk about some of the things I have observed such as plants, animals, natural and found objects.</p> <p>Know how to ask questions about aspects of my familiar world such as the place where I live or the natural world</p> <p>Know how to talk about why things happen and how things work</p> <p>Know how to explore the natural world around me (Ongoing)</p> <p>Know what a plant needs to grow (Grow our own plants linked to Jack and the Beanstalk)</p> <p>Draw pictures of plants</p> <p>Know and start to develop an understanding of growth, decay and changes over time.</p> <p>Know how to show care and concern for living things and the environment</p> <p>Know and understand the key features of the life cycle of an animal: ducks</p>	<p>Know how to show care and concern for living things and the environment</p> <p>Know and describe similarities and differences in relation to living things</p> <p>know and describe the habitat of familiar animals</p> <p>Know and understand the key features of the life cycle of a butterfly</p> <p><b>Explore the natural world around them, making observations and drawing pictures of animals and plants</b></p> <p>Know how to explore different materials and talk about what they are made from Bridges linked to Billy Goats Gruff)(</p>	<p>Know how to talk about ways in which I can look after my environment</p> <p>Know and name body parts (SCARF)</p> <p>Know where babies come from (SCARF)</p> <p>know how human actions impact on the environment.</p> <p><b>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</b></p> <p><b>Know and understand some important processes and changes in the natural world around them, including the seasons: +Summer</b></p>	



Magical Me!

Fantastic Festivals!

George and the Dragon

Come Outside!

Amazing Animals!

Splash, Splash, Splish!

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

**Understanding the world**

**ONGOING:**

Know that seasons change and the differences between them e.g. cold in winter, warmer in summer (every season)

Know why things occur in their immediate environment

Know how to use everyday language to talk about position and distance

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

**HISTORY & GEOGRAPHY LINKS**

know about and discuss past events in their own life and/or in the lives of family members

know how they have changed since they were born

know the names of people who are familiar to them and can describe their role

Know about similarities and differences between themselves and others.

Talk about the lives of the people around them and their roles in society.

Know about places in and around school (home/school)

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Know that information can be drawn from a simple map

Know that a simple map can give me information

know some facts about events or people from the past that they recall from stories they have read/heard (Guy Fawkes)

Know how to compare and comment on images of familiar situations in the past, particularly in the books they have read (Guy Fawkes)

Know about characters from stories, including figures from the past (e.g. Robin Hood/Guy Fawkes).

Know about the features of their own immediate environment at a simple level Hobbucks

Know that we live in Arnold a part of Nottingham

Know how familiar environments might vary from one another e.g. the Hobbucks and Arnold

Know that we live in England London Landmarks

Know and discuss their local environment

know that Google Earth can be used to explore and have looked for familiar landmarks (London comparison)

Know about and discuss past events in their own life and/or in the lives of family members

Know and talk about significant events, from their own experience with increased vocab

Know when an image represents a familiar situation in the past.

Know there are lots of countries in the world that are all different (castles)

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

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

Know other countries might be different from each other.

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

Know that answers to simple questions can be found from photos and pictures and objects

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Know and discuss their local environment (farm links)

Know that a simple map can give me information (map of Whitepost farm before the trip)

Know how to use everyday language to talk about position and distance

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Know and discuss their local environment

Know why things occur in their immediate environment

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. (Oi Frog, rainforest, hot and wet environment)

know how they have changed since they were born

Know about some of the experiences they have had at different points in the school year

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

Know there are lots of countries in the world that are all different

Know that information can be drawn from a simple map

Know that a simple map can give me information

know that Google Earth can be used to explore and have looked for familiar landmarks learnt about through the year



# Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me!	Fantastic Festivals!	George and the Dragon!	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
Expressive Arts and Design	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures,</i></p> <p><i>Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p> <p><i>Ongoing: Know how to explore, use and refine a variety of artistic effects to express my ideas and feelings Know how to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</i></p> <p><i>Know how to join construction pieces together to build and balance</i></p> <p><i>Know how to choose the right resources to carry out a task/plan</i></p> <p><i>Know the different techniques for joining materials, such as using tape, glue</i></p> <p><i>Know how to make use of props and materials when role playing characters in narratives and stories.</i></p>	<p><b><u>Drawing (including colour, patter, texture, line, form, space and shape)</u></b></p> <p>Know how to draw a picture of a person with definite, clear features and body parts (self-portrait)</p> <p>know how to hold a pencil using the tripod grip</p> <p>Know that I can use lines to enclose a space and then begin to use these shapes to represent objects (pet sketching)</p> <p>Know how to explore, use and refine a variety of artistic effects to express my ideas and feelings</p> <p>Know how to draw to communicate and express ideas and feelings</p> <p>Know and securely demonstrate a range of gross motor movements which underpin the mechanics of drawing</p> <p><b><u>DT</u></b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Modelling using the workshop resources</p> <p>Know how to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</p>	<p><b><u>Painting</u></b></p> <p>Know how to produce a piece of artwork using an artists style as a stimulus (<b>Cai Guo Qiang</b>) Firework paintings</p> <p>Know how to select colour for a purpose (firework paintings)</p> <p>Begin to know how mixing colours can change a colour (fireworks/night sky colours)</p> <p>Know how to use a variety of tools when painting eg: brush, sponges, fingers, hands, sticks, rollers</p> <p><b>Art on a postcard: Pumpkin</b></p> <p><b><u>DT</u></b></p> <p>Know how to follow a recipe with support (Making bread)</p> <p>Know how to use a rolling pin to alter the appearance of malleable materials</p> <p>Know how to follow simple hygiene rules</p>	<p><b><u>The work of artists/designers</u></b></p> <p>Know how to produce a piece of artwork using an artists style as a stimulus (<b>Ucello</b>)</p> <p>To know about a famous artists and my likes and dislikes</p> <p>Know how to explore, use and refine a variety of artistic effects to express my ideas and feelings</p> <p><b><u>DT</u></b></p> <p>Begin to know how a product moves (rolling, sliding etc)</p> <p>Know how to choose the right resources to carry out a task/plan</p>	<p><b><u>Printing</u></b></p> <p>Know how to experiment with print using paint and objects (natural objects)</p> <p>Know different effects can be made from the way which you use the medium, (e.g. wax crayon for rubbing)</p> <p>Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p><b>Art on a postcard: daffodil</b></p>	<p><b><u>Sculpture/3D form</u></b></p> <p>Know how to produce a piece of artwork using an artists style as a stimulus (<b>Anna-Collette Hunt</b>)</p> <p>Know how to effectively and safely use simple tools to change materials</p> <p>Know how to manipulate materials to create a desired outcome (clay minibeasts)</p> <p>Use simple tools and techniques competently and appropriately</p> <p><b><u>DT</u></b></p> <p>Know that some food is healthy and some is not (SCARF)</p> <p>Know how to follow simple hygiene rules (SCARF)</p> <p>Know the different techniques for joining materials, such as using tape, glue (making a minibeast with moving parts)</p>



# Reception Curriculum Plan 2025-2026








	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me!	Fantastic Festivals!	George and the Dragon	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
Music	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p><i>Singing happens daily and we use songs for everything! The hello and goodbye song, the weather song, days of the week song, phonics and math, to name a few!</i></p> <p><i>We regularly sing nursery rhymes and learn new songs links to our themes of learning</i>  <b>Sing a range of well-known nursery rhymes and songs</b></p> <p><i>Instruments are available to use every day in the outdoor area</i></p> <p><i>We have a whole school song of the week and we discuss the artists and how the song makes us feel</i></p>	<p><b>Sing up – I've got a grumpy face (3 sessions)</b>  <b>Focus: Timbre, beat, pitch</b>  <b>The Sorcerers apprentice (3 sessions) Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</b></p> <p>Know an increasing repertoire of familiar songs</p> <p>know how to sing in a group or on my own, increasingly matching the pitch and following the melody</p> <p>Know a variety of rhymes, poems and songs</p> <p>Knows how to express how a piece of music makes them feel</p> <p>Know how to move in time in response to music</p> <p>Know how to respond to what they have heard in different ways</p>	<p><b>Sing Up – Witch Witch (3 sessions)</b>  <b>Focus: Call-and-response, pitch (la-so-mi-do), timbre.</b></p> <p>Know how to engage in music making and dance, performing solo or in groups</p> <p>Know an increasing repertoire of familiar songs</p> <p>know how to sing in a group or on my own, increasingly matching the pitch and following the melody</p> <p>Know how to engage in music making</p> <p>Know how to play along to the steady beat of a song they are singing or music they are listening to</p>	<p><b>Sing Up – Shake my sillies out (4 sessions)</b>  <b>Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat.</b></p> <p>Know how to engage in music making and dance, performing solo or in groups</p> <p>Know how to play along to the steady beat of a song they are singing or music they are listening to</p> <p>Knows how to copy sounds</p> <p>Know how to make music in a range of ways and explore and learn how sounds can be changed</p> <p>Know how to tap out and repeat simple repeated rhythms (add session in here focusing on rhythm)</p>	<p><b>Sing Up– Bird Spotting Cuckoo Polka (3 sessions)</b>  <b>Focus: Active listening, beat, pitch (so-mi), vocal play</b></p> <p><b>Perform songs, rhymes, poems and stories with others and when appropriate, try to move in time with music.</b></p> <p>Know how to move in time in response to music</p> <p>Know how to respond to what they have heard in different ways</p>	<p><b>Sing Up– Slap Clap Clap</b>  <b>Focus: Music in 3-time, beat, composing and playing.</b></p> <p><b>Perform songs, rhymes, poems and stories with others</b></p> <p><b>Sing a well known range of nursery rhymes and songs</b></p> <p>Know how to play along to the steady beat of a song they are singing or music they are listening to</p> <p>Know an increasing repertoire of familiar songs</p>	<p><b>Sing Up – Down there under the sea (3 sessions)</b>  <b>Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape</b></p> <p>Know how to engage in music making and dance, performing solo or in groups</p> <p>Know how to engage in music making</p>

# Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical me!	Fantastic Festivals!	George and the Dragon	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
<p><b>Forest School</b></p> 	<p>Explore the natural world around them, making observations</p> <p>Know how to show care and concern for living things and the environment</p> <p>Know how to describe what I see, hear and feel whilst outside.</p> <p>Know and understand some important processes and changes in the natural world around them, including the seasons: Autumn</p> <p>Know about places in and around school (home/school)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p>Know and understand some important processes and changes in the natural world around them, including the seasons: Winter</p> <p>Know about the features of their own immediate environment at a simple level Hobbucks</p> <p>Know how familiar environments might vary from one another e.g. Forest school are in school and Hobbucks</p>	<p>Know and understand some important processes and changes in the natural world around them, including the seasons: Spring</p> <p>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</p>	<p>Know how to talk about some of the things I have observed such as plants, animals, natural and found objects.</p> <p>Know how to explore the natural world around me (Ongoing)</p> <p>Know what a plant needs to grow (Grow our own plants linked to Jack and the Beanstalk)</p> <p>Draw pictures of plants</p> <p>Know and start to develop an understanding of growth, decay and changes over time.</p> <p>Know how to show care and concern for living things and the environment</p> <p>Know and understand the key features of the life cycle of an animal :Frogs in our school pond</p> <p>Know and discuss their local environment</p>	<p>Know how to show care and concern for living things and the environment</p> <p>Know and describe similarities and differences in relation to living things</p> <p>know and describe the habitat of familiar animals</p> <p>Know and understand the key features of the life cycle of a butterfly</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know and discuss their local environment</p> <p>Know why things occur in their immediate environment</p>	<p>Know how to talk about ways in which I can look after my environment</p> <p>know how human actions impact on the environment.</p> <p>Know and understand some important processes and changes in the natural world around them, including the seasons: +Summer</p>

# Reception Curriculum Plan 2025-2026

## Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement!

 <b>Communication and Language</b>	 <b>Personal, social, emotional development</b>	 <b>Physical Development</b>	 <b>Literacy</b>	 <b>Maths</b>	 <b>Understanding the World</b>	 <b>Expressive arts and design</b>
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>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>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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.</p> <p><b>ELG: Numerical Patterns</b></p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; -</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>