

Aspect/skill and ELG	Autumn 1 Ourselves	Autumn 2 Animals	Spring 1 Earth and Space	Spring 2 People who help us	Summer 1 Plants and growth	Summer 2 Change
Personal, Social and Emotional Development						
Self-regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	To identify different emotions. To understand how people show emotions. To focus during short whole class activities. To follow one-step instructions.	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To discuss the behaviour we show with different emotions. To focus during longer whole class lessons To follow two-step instructions	To identify emotions and practise regulating the behaviour they cause. To consider the feelings and needs of others	To control their emotions using a range of techniques To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To follow instructions of three steps or more To discuss anxieties about moving on to Year 1.
Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	To learn how to wash hands To learn how to put coat on To get changed for P.E with support To explore different areas within the environment To develop class rules and understand the need to have rules	To wash hands independently To put coat on independently To attempt to change for P.E independently To develop confidence to try new activities alongside peers	To begin to show resilience and perseverance in the face of challenge To practise doing up a zipper To practise doing buttons To practise doing up buckles To confidently try a range of new activities	To identify and name healthy foods To understand the importance of healthy food choices	To manage own basic needs independently	To show resilience and perseverance in the face of challenge To show a 'can do' attitude
Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs	To develop positive relationships with all staff To seek support of adults when needed To play alongside other children	To play with children who are playing with the same activity To begin to develop friendships To have positive relationships with all staff	To begin to work as a group with support To use taught strategies to support turn taking when playing with other children	To listen to the ideas of other children and agree on a solution and compromise with adult support	To work as a group To begin to develop relationships with other adults around the school To begin to independently resolve conflict	To have confidence to communicate with adults around the school To have strong friendships To independently resolve peer conflict

	To develop confidence to speak to peers and adults					
Jigsaw Scheme of Work	Being me in my world	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me
Communication and Language						
Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	To understand how to listen carefully To understand why listening is important To follow a story with pictures and/or props To share a range of books with adults and other children	To listen attentively during small group discussions To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To share texts with other children and identify key points	To listen attentively during whole class discussions To ask questions to find out more To have conversations with adults and peers with back and forth exchanges To identify the features of non-fiction books and begin to understand how they are different from fiction	To follow a story without showing pictures until the end of each page To retell a story To understand questions such as who, what, where, when, why and how To express personal book preferences	To give an appropriate answer to who, what, where, when, why and how questions To ask questions to clarify their understanding	To follow a story without pictures or props To engage in conversations with adults and peers asking and answering questions relevant to the conversation
Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	To learn new vocabulary linked to learning To talk in front of a small group To talk to familiar adults Use the present tense correctly to express themselves	To learn new vocabulary linked to learning To talk in front of the whole class. To use new vocabulary throughout the day To say a rehearsed line with a peer in front of an audience. To engage in non-fiction books	To learn new vocabulary linked to learning To share something important to them to the class-standing up at the front To develop the confidence to talk to other adults they see around the school To talk in sentences using	To learn new vocabulary linked to learning To answer questions in front of the whole class To use new vocabulary in different contexts To talk in sentences using conjunctions e.g. and, because	To learn new vocabulary linked to learning To link statements and stick to a main theme To talk in sentences using a range of tenses correctly with support from an adult	To learn new vocabulary linked to learning To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses correctly To talk about books and relate

		To start to use modelled conjunctions To develop using the future tense correctly when communicating	conjunctions e.g. and, because when supported by an adult To develop using the past tense correctly when communicating			them to their own experiences
Physical Development						
Gross motor Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns To work co-operatively with a partner	To balance To run and stop To change direction To jump To hop To explore different ways to travel using equipment	To roll and track a ball To develop accuracy when throwing to a target To dribble using hands To throw and catch with a partner To dribble a ball using feet To kick a ball to a target	To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height To develop rocking and rolling To explore traveling around, over and through apparatus To create short sequences linking actions together and including apparatus	To use counting to help to stay in time with the music when copying and creating actions To move safely with confidence and imagination, communicating ideas through movement To explore movement using a prop with control and co-ordination To move with control and co-ordination, expressing ideas through movement To move with control and co-ordination, copying, linking and repeating actions To remember and repeat actions, exploring pathways and shapes	To develop accuracy when throwing and practise keeping score To follow instructions and move safely when playing tagging games To learn to play against an opponent To play by the rules and develop coordination To explore striking a ball and keeping score To work cooperatively as a team

Fine Motor Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing	To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezers to transfer objects To thread large beads To use large pegs To begin to form letters To begin to hold scissors correctly and make snips in paper To hold a fork and spoon correctly	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation To begin to hold a knife correctly and use to cut food with support To use tap and pin	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters	To hold scissors correctly and cut out small shapes To paint using thinner paintbrushes	To hold scissors correctly and cut various materials To create drawings with details To independently use a knife, fork and spoon to eat a range of meals
GETSET4PE	Introduction to PE Unit 1 <u>SET skills focus:</u> emotional	Fundamentals Unit 2 <u>SET skills focus:</u> social	Gymnastics Unit 2 <u>SET skills focus:</u> thinking	Dance Unit 2 <u>SET skills focus:</u> emotional	Games Unit 2 <u>SET skills focus:</u> thinking	Ball Skills Unit 2 <u>SET skills focus:</u> social
Literacy						
Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	To use pictures to tell stories To sequence familiar stories using pictures identifying the beginning of the story. To independently look at books,	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them	To act out familiar stories To begin to predict what may happen next in the story To suggest how a story might end To re-read sentences to	To retell a story in their own words To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	To answer questions about what they have read To know that information can be retrieved from books and computers

	holding them the correct way and turning pages To know that text reads from left to right	To enjoy an increasing range of texts including fiction, non-fiction, poems and rhymes	develop an understanding of what they have read To expand reading cues such as			To use prediction skills to anticipate story endings
Word reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To recognise their written name and show awareness of environmental print. To recognise taught RWI Set 1, Group A sounds (m,a,s,d,t,i,n,p,g o,c,k,u,b,f,e,l,h,r j,v,y,w,z) To hear and identify initial sounds in CVC words. To recognise taught exception words (put, the, I, no, of, me)	To recognise taught RWI Set 1 Group A and B sounds (m,a,s,d,t,i,n,p,g o,c,k,u,b,f,e,l,h,r j,v,y,w,z) To recognise taught phonemes in words and blend the phonemes together. To read CVC words using taught phonemes To hear and identify final sounds in CVC words. To read books matching their phonics ability To recognise taught exception words (put, the, I, no, of, me, he, your, said, you, be, are) To begin to understand that a caption or sentence is made	To recognise taught RWI Set 1 Group A and B sounds, Set 2 and Set 3 Starter (m,a,s,d,t,i,n,p,g o,c,k,u,b,f,e,l,h,r j,v,y,w,z,x, ch, ng, nk, qu, sh, th, ay, ee, igh) To hear and identify medial sounds in CVC words. To begin reading captions and sentences using taught phonemes To read sentences containing exception words and digraphs To read books matching their phonics ability To recognise taught exception words (put, the, I, no, of, me, he, your, said, you, be, are, to, me, go, all, we, want, she, by, do what, some, so) To take books home to consolidate phonics skills practised in school.	To recognise taught RWI Set 1 Group A and B sounds, Set 2 and Set 3 Starter (m,a,s,d,t,i,n,p,g o,c,k,u,b,f,e,l,h,r j,v,y,w,z,x, ch, ng, nk, qu, sh, th, ay, ee, igh, ow, oo, oo, ar, or) To read sentences containing exception words and digraphs To read books matching their phonics ability To recognise taught exception words (put, the, I, no, of, me, he, your, said, you, be, are, to, me, go, all, we, want, she, by, do what, some, so) To take books home to consolidate phonics skills practised in school.	To recognise taught RWI Set 1 Group A and B sounds, Set 2 and Set 3 Starter (m,a,s,d,t,i,n,p,g o,c,k,u,b,f,e,l,h,r j,v,y,w,z,x, ch, ng, nk, qu, sh, th, ay, ee, igh, ow, oo, oo, ar, or, air, ir ,ou, oy) To read words with short vowels and adjacent consonants To read longer sentences containing exception words To begin to read their work back To recognise taught exception words (put, the, I, no, of, me, he, your, said, you, be, are, to, me, go, all, we, want, she, by, do what, some, so, was, they, who, saw, any, there) To take books home to	To recognise taught RWI Set 1 Group A and B sounds, Set 2 and Set 3 Starter and some set 3 Advanced (m,a,s,d,t,i,n,p,g o,c,k,u,b,f,e,l,h,r j,v,y,w,z,x, sh, th, ch, qu, ng, nk, ay, ee, igh, ow, oo, oo, ar, or, air, ir ,ou, oy, ea, oi, a-e, i-e. o-u, u-e) To read words with phase 3 long vowel sounds with adjacent consonants To read longer sentences containing exception words To read books matching their phonics ability To read their work back and check it makes sense To recognise taught exception words (put, the, I, no, of, me, he, your, said,

		up of separate words. To blend phonemes To take books home to consolidate phonics skills practised in school.	me, go, all, we, want) To begin to understand that sentences and names start with a capital letter To begin to be able to match upper and lower case letters. To take books home to consolidate phonics skills practised in school.		consolidate phonics skills practised in school.	you, be, are, to, me, go, all, we, want, she, by, do what, some, so, was, they, who, saw, any, there, once, here, pull, push) To take books home to consolidate phonics skills practised in school.
Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	To copy their name To give meanings to the marks they make To form taught letters To write initial sounds To begin to write CVC words using taught sounds	To write their name using the correct letter formation of taught letters, using a capital letter at the start of their name. To write words and labels using taught sounds To begin to write captions using taught sounds To begin to understand there is a space between words. To begin to form numbers correctly	To form lower-case letters correctly To form numbers correctly To begin to understand that each letter of the alphabet has a matching upper case letter. To begin to write sentences using finger spaces To spell words using taught sounds To spell some taught exception words correctly To begin to understand that sentences start with a capital letter	To form lower-case letters correctly and begin to form capital letters To write sentences using finger spaces and full stops with support To spell words using taught sounds To spell some taught exception words correctly Consolidation of number formation	To form lower-case and capital letters correctly To begin to use capital letters at the start of a sentence with increasing independence To use finger spaces and full stops when writing a sentence with increasing independence To spell most taught exception words correctly	To form lower-case and capital letters correctly To write sentences using a capital letter, finger spaces and full stop independently. To spell most taught exception words correctly

			and end with a full stop To form numbers correctly			
The Write Stuff – JC Scheme	N/A	N/A	N/A	Chocolate mug cake Recipe (<i>Chocolate Cake</i> by Michael Rosen)	<i>Handa's Surprise</i> – Eileen Browne	Fact File about our favourite animal
Maths						
Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	To recognise numbers 0-3 To begin to subitise to 3 (Conceptual and perceptual) To find one more of numbers to 3 To find one less of numbers to 3 To explore the composition of 2 and 3 including number bonds To match the number to quantity up to 3	To recognise numbers 0-5 Explore cardinal/ordinal numbers To begin to subitise to 5 (Conceptual and perceptual) To find one more of numbers to 5 To find one less of numbers to 5 To explore the composition of 4 and 5 including number bonds To match the number to quantity up to 5	To recognise numbers 0-8 To subitise to 5 (Conceptual and perceptual) To find one more of numbers to 8 To find one less of numbers to 8 To explore the composition of 6, 7 and 8 including number bonds To match the number to quantity up to 8	To recognise numbers 0-10 Recap cardinal and ordinal numbers To explore the composition of 9 and 10 including number bonds To practise number bonds to 10 To know addition facts to make 5 To recognise the addition symbol. To find one more of numbers to 10 To find one less of numbers to 10 To match the number to quantity up to 10	To recognise numbers to 20 To revise number bonds to 5 To explore the composition of numbers above 10 to 20 using tens and ones To understand the difference between teen and “ty” To estimate a number of objects up to 10 To know addition and subtraction facts to 5 To recognise subtraction symbol	To solve simple number problems To recap the composition of each number to 10 To know addition and subtraction facts to 10 To know doubling facts within 10 To estimate a number of objects up to 20 To recognise addition, subtraction and equals symbols To create simple number sentences using numerical symbols.
Numerical Pattern Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds,	To say which group has more To say which group has less To compare quantities to 3	To compare quantities to 5 To compare equal and unequal groups To count to 10 and back	To count to 15 and back from any given number To count objects to 10 To compare quantities to 8	To count to 20 and back from any given number To compare quantities to 10 To explore odd and even numbers	To count to 25 To add numbers To subtract numbers To find the missing number	To count to 30 and beginning to count higher (100). To double numbers up to 10 and begin to recognise the pattern

double facts and how quantities can be distributed equally.	To count to 5 and back		To begin to understand the difference between odd and even	To order numbers to 10 To count back from 10 To take away objects and count how many are left To find the missing number	To order numbers to 20 To order non-consecutive numbers e.g. 13, 15, 19 To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even	To find half of even numbers up to 10 To share quantities equally To combine groups of 2s, 5s and 10s To recognise the pattern of odd and even numbers above 10 To understand that even numbers can be shared equally between 2 and odd numbers cant.
Shape space and measure There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.	To match objects To sort objects To compare, height To copy ABAB patterns To continue ABAB patterns To recognise and name circle and triangle To recognise 1 o'clock, 2 o'clock and 3 o'clock To recognise 1p and 2p See objects from a different perspective	To create ABAB pattern To spot errors in ABAB patterns To compare, length To recognise and name square and rectangle To recognise 4 o'clock and 5 o'clock To recognise 5p Describing objects from different points of view.	To continue ABC patterns To spot errors in ABC patterns To continue an ABC pattern mid unit To order objects by height and length To measure height using cubes To begin to name 3D shapes To order the days of the week To measure time To recognise 6 o'clock, 7 o'clock and 8 o'clock Describe position of object using	To create ABC, ABB and ABBC pattern of my own To explore the properties of 3D shapes To recognise 9 o'clock and 10 o'clock To recognise 10p Describe position of object in relation to their viewpoint e.g. "in front of" To begin to use tally marks to record frequency	To symbolise AB, ABC, ABB, ABBC patterns in simple ways To explore capacity To describe the properties of 3D shapes To make pictures with shape arrangements To recognise 11 and 12 o'clock To order the months of the year To recognise 20p and 50p Listen to and respond to instructions using positional language	To explore symmetry To add money within 10p To finish a repeating pattern To make patterns using shapes To name and describe 2D and 3D shapes To recognise the time all o'clock times To recognise £1 and £2 Give instructions using positional and directional language

			directional and positional language vocabulary		To use tally marks to record frequency during free flow learning	
Understanding the World						
Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	To know about my own life-story To know how I have changed	Explore similarities and differences of Christmas 100 years ago and a 21st century Christmas Explore similarities and differences of animals that live today and animals that are extinct.	To know about figures from the past (Mae Jemison and astronauts on ISS now)	To talk about the lives of the people around us. To know some of the jobs of people who help us To know that the emergency services exist and what they do. To explore how the roles of people who help us have changed over the last 100 years.	To explore the history of Kew gardens.	To explore the similarities and differences between farming 100 years ago and modern day farming.
People, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers. To know the name of the town the school is in. To know about features of the immediate environment. To know that there are many countries around the world.	To talk about how Hindus celebrate Diwali To talk about the Christmas Story and how it is celebrated To know that people around the world have different religions	To talk about Lunar New Year.	To know that Christians celebrate Easter. To know that simple symbols are used to identify features on a map To know about people who help us within the local community	To know that people in this and other countries may speak different languages To make a map of the classroom	To know that people in this other countries may speak different languages To make a map of the Reception play ground

Festivals	Harvest Birthdays	Christmas Story Diwali Hanukkah	Holi Lunar New Year	Easter story	Ramadan	Eid al Fitur Wesak
The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	To ask questions about the natural environment. To respect and care for the natural environments	To know about and recognise the signs of Autumn To explore world and local maps. To know the difference between herbivores and carnivores. To explore different animal life cycles.	To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter (freezing and melting) To know about features of the world and Earth. To know that we live on planet earth.	To know about and recognise the signs of Spring To know about features of my own immediate environment and how they might vary from another. To know that some things in the world are man-made and some things are natural.	To observe the growth of seeds and talk about changes recording their growth. To know how to care for growing plants To learn about lifecycles of plants To know what a seed needs to grow.	To know about and recognise the signs of Summer To know some important processes and changes in the natural world including states of matter (floating and sinking) Discuss where foods come from and how they are produced. To know that some animals are nocturnal To know about different habitats (geographical locations).
Expressive Arts and Design						
Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.	To name colours To experiment with mixing colours To create simple representations of people and objects To draw and colour with pencils and crayons	To use colours for a particular purpose To share their creations To explore different techniques for joining materials (Glue Stick, PVA)	To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)	To use natural objects to make a piece of art (Andy Goldsworthy) To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA,	To know which prime colours you mix together to make secondary colours To plan what they are going to make (cooking, wood work, construction, junk modelling)	To know some similarities and differences between materials To learn about and compare artists (Janet Bell and Henri Matisse) To explore, use and refine a variety of artistic effects to

	To role play using given props and costumes To explore different techniques for joining materials (Glue Stick) To use different construction materials To Create self-portraits using a variety of materials.	Create a firework picture exploring different colours and tools.	To use tools to cut and join wood To know the names of tools Richmond in bloom Artist focus – Gustav Klimt	Masking Tape, Tape, Split Pins) To make props and costumes for different role play scenarios Spring flowers – Judy Chicago	To draw more detailed pictures of people and objects To manipulate materials To create observational drawings in the ecology area.	express their ideas and feeling To share creations, talk about process and evaluate their work To adapt work where necessary
Being Imaginative and expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	To sing and perform nursery rhymes To experiment with different instruments and their sounds To talk about whether the like or dislike a piece of music To create musical patterns using body percussion To use costumes and resources to act out narratives	To perform a song in the Christmas Play To learn and perform their line in the Christmas play To sing the melodic shape of familiar songs To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives	To create musical patterns using untuned instruments To begin to create costumes and resources for role play	To associate genres of music with characters and stories To create costumes and resources for role play	To move in time to music To learn dance routines To act out well known stories To follow a musical pattern and play tuned instruments To create narratives based around stories To develop awareness of rhythm and pulse when joining in with simple poems and rhymes from different cultures	To listen to poems and create their own To create own compositions using tuned instruments To invent their own narratives, making costumes and resources
Singup Themes	I've Got a Grumpy Face & The Sorcerers Apprentice Action songs, percussion, introduction to	Christmas Nativity Singing as part of a choir Simple songs with a narrow pitch range	Bird Spotting: Cuckoo Polka & Shake My Sillies Out Create a sound story, develop tempo, beat, pitch,	Up and Down and Five Fine Bumble Bees Compose lyrics, actions, soundscapes, develop pitch, call	Down There Under the Sea and It's Oh So Quiet Call and response singing, improvise on tuned	Slap Clap Clap and Bow, Bow, Bow Belinda Music in 3/4 time, folk songs from North America. Compose and

	pitch, beat, tempo, dynamics.	Use of actions in songs	vocal play, active listening.	and response singing, respond to classical music.	percussion, compose lyrics, timbre-sea sound effects, active listening - dynamics.	playing on percussion in 3 time, play 2 note accompaniment.
Kapow Topics		Bookmarks		Soups		Boats
	Junk Modelling throughout the year					
Art Topics	Self Portraits		Spring Flowers		Natural Sculptures	
Technology						
Technology is no longer part of the EYFS curriculum. However, we believe that the inclusion of technology in a balanced and broad curriculum is important. Children in Reception are introduced and have access to a range of technology throughout the year through free flow opportunities and time spent in the computer room. Key skills and knowledge are taught to prepare children to access the KS1 Computing Curriculum.	To use a camera to take a picture To use activ panels (Interactive Whiteboards) to draw a picture To understand that a speaker plays music	To be able to name parts of a computer To understand how to log on to a computer	To understand how to open a program on a computer To be able to verbally share a post made on Seesaw	To understand how to use a Beebot (floor robot – coding)	To understand how to name a piece of work / file on a computer	To understand that a computer/ipad can be used as a source of information.