

Berkswich curriculum Intent/progression map—Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I am Special! 8 weeks	Autumn/Let's celebrate! 7 weeks	Earth and Beyond 6 weeks	Spring Time on the Farm 7 weeks	Animals Past and Present 4 weeks	Terrific Tales 7 weeks
<i>These statements from Development Matters have been split for extra focus, but all will apply as an ongoing basis throughout the reception year.</i>						
Personal, Social & Emotional Development	See themselves as a valuable individual. Recognise that they belong to different social groups and communities. Talk freely about their home and community. Learn why it is important to take turns, wait patiently, wait in a line and tidy up after ourselves.	Express their feelings and consider the feelings of others. Build constructive and respectful relationships Parachute activities and ring games to encourage cooperation and collaboration. Encourage children to resolve their own conflicts and resolve issues before an adult intervening. Knows when to seek adult support, if needed.	Be able to wait for what they want and control their immediate impulses when appropriate. Show confidence in choosing resources and persevere when carrying out a chosen activity. Understand their own and other people's feelings, offering empathy and comfort.	Show resilience and perseverance in the face of challenge. Set and work towards simple goals. More able to manage their feelings and tolerate situations in which their needs cannot be met. Be able to explain why we have rules and what would happen if we didn't have rules. Explain why it is important to be 'fair'.	Think about the perspectives of others. Become increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. Be able to negotiate, resolve conflicts and find a compromise when with peers.	Identify and moderate their own feelings socially and emotionally. Attempt to repair a relationship or situation when they have caused upset and understand how their actions impact other people. Taking part in Sport's Day– understanding it is the taking part that counts not the winning or losing.
PSHE units (Kapow)	Self-regulation : My feelings In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions	Building relationships: Special relationships In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.	Managing self: Taking on challenges In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.	Self-regulation: Listening and following instructions In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.	Building relationships: My family and friends In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.	Managing self: My wellbeing In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.
Communication & Language	Chatter boxes- children talk about themselves, sharing favourite items from home, likes and dislikes. Understand how to listen carefully and why listening is important. Actively engage in story times. Join in with repeated phrases and noises.	Describe events in some detail. Develop listening and speaking skills when talking to a partner in a range of contexts. Describe events in some detail (Christmas)	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases	Engage in Non-Fiction books Articulate their ideas and thoughts in well-formed sentences. Participate in small groups and one-to-one discussions offering their own ideas.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in Non-Fiction books Listen to and talk about stories to build familiarity and understanding	When speaking, use past, present and future tense. When speaking, use full sentences and conjunction, with some support from an adult. Hold a conversation with back and forth exchanges.
	Learn new vocabulary Use new vocabulary throughout the day and in different contexts Learn rhymes, poems, and songs/Listen carefully, paying attention to how they sound					
Physical Development	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Learn about personal hygiene. Know and talk about the different factors that support their overall health and wellbeing. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, coordination and agility Develop the foundations of a handwriting style which is fast, accurate and efficient.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Know and talk about the different factors that support their overall health and wellbeing.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.	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.
	Introduction to PE	Fundamental skills	Ball skills	Games	Gymnastics	Dance Sports day

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Literacy	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Identifying initial sounds of words. Oral blending CV and CVC words. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!	Be able to write their own name consistently and effectively Identifying and forming recognisable letters. Reading and writing CV and CVC words. Know that writing carries meaning and has different purposes.	Know that we can use writing to communicate. Write CVC words using phonics they know. Learn to read captions and some common exception words. Read some letter groups that each represent one sound and say sounds for them.	Read a few common exception words matched to the school's phonic programme. Compose and write simple phrases/captions.	Form lower-case and capital letters correctly following the schools hand-writing scheme. Write sentences which are phonically plausible. Be able to read these back.	Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Read common exception words matched to phonics scheme. Read sentences and explain understanding.
Phonics	Phase 2 Little Wandle planning S, A T, P I N M D G O C K, CK, E, U R, H B F L, Is, I, the	Phase 2 Little Wandle Planning FF, LL, SS, J, V, W, X, Y, Z, ZZ, QU, CH, TH, NG, NK Words with s/s/added at the end (hats, sistis) Words ending s/z (his) an with s/z added at the end (bags) Put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be	Phase 3 Little Wandle Planning Ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, Words with double letters dd, mm, tt, bb, rr, gg, pp, ff Longer words Was, you, they, my, by, all, are, sure, pure	Phase 3 Little Wandle Planning Review phase 3 ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear, er, air, words with double letters, longer words Words with two or more diagraphs Longer words– wrods ending in ing, compond words Longer words– words with s in the middle /z/s, words ending s, words with es at end /z/ Review all tricky words and secure spelling	Phase 4 Little Wandle Planning Short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC, Longer wods Compound words Root words ending in ing, ed /t/, ed /id/ed/, est Said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Phase 4 Little Wandle Planning Long vowel sounds CVCC, CCVC, CCCVC, CCV, CCVCC Phase 4 words ending s /z/, es Longer words Root words ending ing, ed /t/, ed /id/ed/, ed /d/ Phase 4 words ending in s /s/, s /z/, es Review all tricky words and secure spelling
Mathematics (Based around White Rose Maths Schemes of work)	Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subitising Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes names. Recognise, describe, copy and extend colour and size patterns Estimate and check by counting. Recognise numbers in the environment. Making patterns– spotting mistakes in patterns (link to celebrations Raksha Bandhan holiday, making bracelets with patterns).	Representing 1,2,3 Comparing 1,2,3 The composition of 1,2,3 Circles and triangles Geometry and spatial awareness Numbers 4 & 5 One more and one less Geometry and spatial thinking—shapes with 4 sides, combining shapes Night and day– measurement of time	Introducing zero Comparing numbers to 5 Composition of 4 & 5 Comparing mass Comparing capacity Representing 6,7,8 Making pairs Combining two groups Length and height Time	Representing 9 & 10 Comparing numbers to 10 Number bond to 10 3D shapes Patterns	Building numbers beyond 10 Number counting patterns beyond 10 Spatial reasoning Investigate 100 Adding more Taking away Spatial reasoning	Doubling Sharing and grouping Even and odd Spatial reasoning Patterns and relationships between numbers and shapes Problem solving

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Mastering Number Daily 15mins	During each half term, learning will be focused around the following areas of number : Subitising , Cardinality , Ordinality and counting , Composition , Comparison . Each half term the children will build upon the skills and knowledge they have already learnt in this area					
	Identify when a set can be subitised and when counting is needed Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills Spot smaller numbers ‘hiding’ inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers Hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number Develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds Compare sets of objects by matching Begin to develop the language of ‘whole’ when talking about objects which have parts	Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals Begin to identify missing parts for numbers within 5 Explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame Focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a ‘double’ and connect this to finger patterns Sort odd and even numbers according to their ‘shape’ Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern Order numbers and play track games Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	Continue to develop their counting skills, counting larger sets as well as counting actions and sounds Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame Compare quantities and numbers, including sets of objects which have different attributes Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 Continue to identify when sets can be subitised and when counting is necessary Develop conceptual subitising skills including when using a reken-rek			
Ten Town (Continuous provision, adult focus & homework)	Children begin using Ten Town in Nursery and continue until the end of Reception. The Ten Town resource focuses on the composition of each number 0-20, number formation and addition/subtraction calculations. Each child is at a different stage on Ten Town, matched to their ability. Children will also access this using their logins at home as well as at school.					

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Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Talk about different roles in society (people who help us) Visit from a nurse/dentist/fire fighters. Parents come into school to talk about their jobs and roles. Talk about events that have happened in their lives so far (bring in photos from home). What is their life story? How have they changed since they were a baby?	Recognise that people have different beliefs and celebrate special times in different ways. Learn about different celebrations and festivals. Enjoy joining in with family customs and celebrations. Recognise some similarities and differences between life in this country and life in other countries. Learn The Nativity story and discuss what Christmas was like then and now. Recognise that the meaning of Christmas happened a very long time ago. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Know that other children do not always enjoy the same things as you—linked to Relationships PSHE unit.	Recognise some environments that are different to the one in which they live in. Recognise some similarities and differences between life in this country and life in other countries. Identify similarities and differences between transport in the past and transport now. Draw information from a simple map.— Children follow the map of our school grounds to find treasure. Look at simple maps of the world to identify where we live or where they have been on holiday. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Learn about Neil Armstrong and Tim Peake though stories and videos. Learn about how special stories in the bible (in the past) still have an affect on the way people behave now. Winter— ice melting and forming. Changes of state.	Understand what changes we see during the season of Spring. Make observational drawings of plants during Spring time. Use a programme on an iPad to draw pictures of plants and animals. Use an iPad to record a video of an egg hatching or the chicks changing. Make observational drawings of the chicks / caterpillars turning to butterflies and record changes. Observe and talk about the process of melting chocolate when making chocolate nest cakes for Easter. Develop an awareness of growth, decay and changes over time—growing plants.	Learn about a significant person (David Attenborough) and how he has positively influenced nature and animals). Recognise some environments that are different to the one in which they live in. Looking at different animal habitats and comparing them. Begin to understand the effect their behaviour can have on the environment. How does this affect animals? Sea pollution/litter in parks.	Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.
RE	Creation/God <i>Why do Christians try to look after the world?</i> The children look at what the Bible says about God - as the Creator of the universe, whose name must be respected and kept holy. Through the experiences of young Christians, the children are introduced to the fact that Christians believe they are called by God to care for the world and serve the community. This understanding is related to some of the Anglicans' 'Five Marks of Mission.'	Incarnation <i>What makes every single person unique and precious?</i> The children move on from learning about how Christians believe Jesus' life shows just how important all people are, since Christians believe that if God was prepared to send his Son to live as a human, it must be because he loves humans, and because they are worth it. These ideas are related to 'welcoming' each Sunday in church and through christenings (baptisms). Through two examples of young Christians and Jesus' commandments in the New Testament, the children connect this learning to the importance of looking after each other and how this is call to care is seen in other religions.	Why are some stories special? <i>What are parables?</i> Children consider that for Christians, the Bible is a very special book from which they can read stories about God and Jesus. Through this, they learn that stories can teach people things and that Christians believe that Jesus told stories to explain important truths to people. The children learn to recognise some of these stories as parables and that they have a deep meaning. Children learn that there are other faiths and these also have lots of stories that carry important meanings.	Salvation <i>How can we help others when they need it?</i> Children learn about what Christians believe Jesus said and taught about how to love other people. His teaching is found in the Bible; in this, it is recorded that Jesus gave two great commandments: 'Love God' and 'Love your neighbour as you love yourself.' The story of the Good Samaritan (Luke 10:25–37) applies the great commandments to a real-life situation. It encourages Christians to act as a 'neighbour' when someone is in need. Children also learn about Shrove Tuesday (Pancake Day) as the day for being 'shriven' (receiving God's forgiveness after confessing your sins to a priest) and Ash Wednesday, the start of forty days of Lent, a time of preparing for Good Friday and Easter. For Christians, Jesus is the Saviour who came to earth, loving and helping people, and giving his life to save them	Where do we go to pray? <i>What does it mean being a church school?</i> This unit explores the meaning of being a Church school. It helps pupils to appreciate that worship is an important part of the Church school day and explores some of the elements of worship. It also explores the links between the school, the parish church, and the parish church community. Children learn that, for Christians, worship is a time to learn more about God, themselves and each other. They understand that worship can take place in different places including school and church. Through a visit to St. Thomas', they learn about a local church - a special building for Christians and a special place to worship God. They understand that visitors from the Parish and other local churches contribute to the life of the school.	Being Special <i>Who are special people?</i> Children consider how every person is special, precious and unique. They remember that Christians believe every person is created by God in His image and that God wants a relationship with the people He has created. Children recognise that the most special person for Christians is Jesus and they know who is important to any other members of faith communities in the class or school. The children learn that Christians and other people of faith try to help each other as everyone is important. There is an opportunity to talk to members of faith communities to ask them how they try to help others and what motivates them to act as they do. As we are all special the children understand the need to respect other people as valued and important.

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Computing	Programming Beebots Children learn about directions, experiment with programming a Bee-bot/Blue-bot and tinker with hardware	Exploring hardware Tinkering and exploring with different computer hardware and learning to operate a camera	All about instructions The children learn to receive and give instructions and understand the importance of precise instructions	Introduction to data handling Children sort and categorise data and are introduced to branching databases and pictograms	Using a computer Learning about the main parts of a computer and how to use the keyboard and mouse. Logging in	Programming Beebots Children learn about directions, experiment with programming a Bee-bot/Blue-bot and tinker with hard-
Digital Literacy	recognise online or offline that anyone can say the following to someone who makes them feel sad, uncomfortable, embarrassed or upset: 'no', 'please stop', 'I'll tell', 'I'll ask'. Recognise some ways in which the internet can be used to communicate. Give examples of how I (might) use technology to communicate with people I know. Identify ways that I can put information on the internet. Describe ways that some people can be unkind online. Talk about how I can use the internet to find things out. Identify devices I could use to access information on the internet. Give simple examples of how to find information (e.g. search engine, voice activated searching). Identify rules that help keep us safe and healthy in and beyond the home when using technology. Identify some simple examples of my personal information (e.g. name, address, birthday, age, location). Describe the people I can trust and share this with; explain why I can trust them. N/A					
Expressive Arts & Design	Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Start to make marks intentionally. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make Explore different materials, using all their senses to investigate them. <u>(Kapow Marvellous marks)</u> <u>Guiseppe Arcimboldo artwork</u> .	Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Make rhythmical and repetitive sounds. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	Move and dance to music. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. <u>(Kapow painting and mixed media)</u> <u>Kandinsky artwork</u>	Make simple models which express their ideas Manipulate and play with different materials. <u>Kapow Sculpture and 3D)</u> <u>Andy Goldsworthy artwork –nature</u>	Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Use their imagination as they consider what they can do with different materials.	Explore a range of sound-makers and instruments and play them in different ways. <u>(Kapow Craft and design)</u>
Music (Kapow)	Exploring Sound Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.	Celebration Music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas. Learning Christmas play songs	Music and Movement Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	Musical Stories A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.	Transport Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	Big Band Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.

End of the year (ELG’S)						
Nb: This is not the curriculum. It is what we are working towards the children achieving.						
Personal, social and emotional development	Communication and language	Physical development	Literacy	Mathematics	Understanding the world	Expressive arts and design
<u>Self-Regulation</u> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Give focused attention to what the teacher says, responding appropriately even when engage in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing self</u> -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 persona needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships</u> -Work and play cooperatively and take turns with others -Form positive attachments to adult and friendships with peers -Show sensitivity to their own and to others needs	<u>Listening, Attention and Understanding</u> -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. -Make comments about what they have heard and ask question to clarify their understanding. -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking</u> -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 the teacher.	<u>Gross Motor Skills</u> -Negotiate space and obstacles safely, with considerations for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>Fine Motor Skills</u> -Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases. -Use a range of small tools, including scissors, paint brushes and cutlery. -Begin to show accuracy and care when drawing.	<u>Comprehension</u> -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 stores, non-fiction, rhymes and poems during role-play. <u>Word Reading</u> -Say a sounds for each letter in the alphabet and at least 10 digraphs -Read words consistent with their phonics knowledge by sound-blending, -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>Writing</u> -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.	<u>Number</u> -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 references to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>Numerical Patterns</u> -Verbally count beyond 20, recognising the pattern of the counting system. -Compare quantities up to 10 in difference contexts, recognising when one quantity is greater than, less than. -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	<u>Past and present</u> -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. <u>People, Culture and Communities</u> -Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps. -Know some similarities and differences between different religious and cultural communities in this county, drawing on their experiences and what has been read in class. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate -maps. <u>The Natural World</u> -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 world around them, including the seasons and changing states of matter.	<u>Creating with Materials</u> -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, 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. <u>Being Imaginative and Expressive</u> -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 the music.