



	Reception Autumn	Reception Spring	Reception Summer	ELG Checkpoint
Narrative Play (Reading)	Develop storylines in their pretend play.			
	<p>Model role play and small world play in the environment to groups of children with another adult, using appropriate props and language.</p> <p>Provide related costumes and props for children to incorporate into their pretend play.</p> <p>Help children who find it difficult to join in pretend play. Stay next to them and comment on the play. Model joining in.</p> <p>Discuss how they might get involved.</p> <p>Offer opportunities for children to go to a live performance, such as a pantomime.</p>	<p>Provide a wide range of props for play which encourage imagination.</p> <p>Suggestions: different lengths and styles of fabric can become capes, the roof of a small den, a picnic rug or an invisibility cloak.</p> <p>Support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts.</p> <p>Help children who find it difficult to join in pretend play by joining in the play and giving the child a role, playing with them.</p>	<p>Pleasure, Motivation and Understanding: Provide a wide range of props for play which encourage imagination.</p> <p>Suggestions: a selection of natural resources, blank card to make signs and maps, loose parts (big and small) and traditional tales and rhymes props.</p> <p>Children to be encouraged to solve conflicts and decide the narrative of play between themselves.</p> <p>Offer opportunities for children to go to a live performance, such as a play.</p>	<p>BIE - Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>CM - Make use of props and materials when role playing characters in narratives and stories.</p>
Sounds and Music	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making, performing solo or in groups.</p>			
	<p>Give children an insight into new musical worlds by introducing them to classical and country music.</p> <p>Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Introduce new songs gradually and repeat them regularly.</p> <p>Sing slowly, so that children can listen to the words and the melody of the song.</p> <p>Encourage children to create their own music.</p> <p>Children can sing and perform 3 nursery rhymes confidently.</p>	<p>Give children an insight into new musical worlds by introducing them to music from Asia, South Africa and Australia.</p> <p>Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees or making their own music with instruments and sound makers.</p> <p>Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</p> <p>Encourage children to create their own music.</p> <p>Children can sing and perform 6 nursery rhymes confidently.</p>	<p>Give children an insight into new musical worlds by introducing them to choir and opera music.</p> <p>Invite musicians in to play music to children and talk about it.</p> <p>Encourage children to listen attentively to music.</p> <p>Discuss changes and patterns as a piece of music develops.</p> <p>Listening: Play pitch-matching games, humming or singing short phrases for children to copy.</p> <p>Use songs with and without words - children may pitch match more easily with sounds like 'ba'.</p> <p>Performance: Children can sing and perform 10 nursery rhymes confidently.</p> <p>Understanding, Reviewing, Evaluating: Look at some different ways musician read and record music, including scores, symbols and pictures as well as a conductor.</p> <p>Composing: Encourage children to create their own music linked to a theme, story or event.</p>	<p>BIE - Sing a range of well-known nursery rhymes and songs.</p> <p>BIE - Perform songs, rhymes, poems and stories with others</p>

Dance and Movement	<p>Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in dance, performing solo or in groups.</p>			
	<p>Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca. Encourage children to replicate choreographed dances, including songs with actions and kids disco songs with actions (Superman, hokey cokey)</p>	<p>Offer opportunities for children to go to a live performance, such as a dance performance. Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world.</p>	<p>Notice and encourage children to keep a steady beat; this may be whilst dancing to music. Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example. Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.</p>	<p>BIE - Perform songs and (when appropriate) try to move in time with music.</p>
Art and Design	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>			
	<p>Provide opportunities to work together to develop and realise creative ideas through large scale painting based on Jackson Pollock and collage based on Matisse. Provide a range of materials and tools and teach children to use them with care and precision, including brushes and pencils. Promote independence, taking care not to introduce too many new things at once. Help them to define colours, shapes, texture and smells in their own words. Collage: Arrange and glue materials to different backgrounds.</p>	<p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. Provide opportunities to work together to develop and realise creative ideas through learning about Richard Long's sculptures using natural resources and Alexander Calder's mobile sculptures. Provide a range of materials and tools and teach children to use them with care and precision, including watercolours, clay tools, different scissors and textured papers. Encourage children to notice features in the natural world.</p>	<p>Generic Skills: Provide opportunities to work together to develop and realise creative ideas through recreating group work based on Alma Thomas and then Wassily Kandinsky. Drawing: Provide a range of materials and tools and teach children to use them with care and precision, including chalk, charcoal and pastels. Visit galleries and museums to generate inspiration and conversation about art and artists. Discuss children's responses to what they see. Painting: Identify primary colours by name. 3D sculpture: Using dough, manipulate material in basic ways including rolling and kneading. Digital Media: Using a basic paint programme, children can create an image by selecting different colours and shapes.</p>	<p>CM - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. CM - Share their creations, explaining the process they have used.</p>
Design Technology	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>			
	<p>Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Teach children different techniques for joining materials, such as how to use adhesive tape. Provide a range of materials and tools and teach children to use them with care and precision. Skills: Cutting, folding, tearing, taping</p>	<p>Discuss problems with their plans and makes, and how they might be solved as they arise. Teach children different techniques for joining materials, such as how to use different sorts of glue. Provide a range of materials and tools and teach children to use them with care and precision. Skills: gluing, peeling, grating and slicing Promote independence, taking care not to introduce too many new things at once.</p>	<p>Reflect with children on how they have achieved their aims. Design: Create a simple design, talking about its purpose and appeal. Technical Knowledge: Skills: pinching, punching (shapes and holes), sliding mechanism Promote independence, taking care not to introduce too many new things at once.</p>	<p>CM - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. CM - Share their creations, explaining the process they have used.</p>

	<p>Promote independence, taking care not to introduce too many new things at once.</p>		<p>Make: Provide a range of materials and tools and teach children to use them with care and precision. Evaluate: Talk about how you could improve your design or make for next time.</p>	
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