.

Every child Every chance Every day

Weddington's vision is for all to thrive. 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success

Reception progression document 2026-2027

Highlighted text – end of half term/term/early learning goal checkpoint

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Reception	Development Matters (Reception)	**Listening, Attention and Understanding** **Baseline** Follows a series of instructions. Listens to stories and can recall the main events. Contributes sensible comments to discussions and conversations. Children will listen carefully to a story. Children will understand how to listen carefully and why it is important. Children will answer and ask who, what, when and where questions. **Speaking** **Baseline** Engages in conversation with adults and peers. Uses plurals and some tenses correctly. Can ask questions. Children will know and retell known stories. Children will develop social phrases. Children will join in with 1:1 show and tell.	**Listening, Attention and Understanding** Children will join in with repeated refrains in a story. Children will answer and ask why questions. **End of Autumn checkpoint** Listens carefully at story time and can retain what has been heard and recall key points. Responds to a series of instructions and responds to a range of questions. Contributes relevant comments in discussions. **Speaking** Children will join in with small group show and tell. **End if Autumn checkpoint** Children will describe events taking place in the school routine. Communicates confidently with peers and adults. Uses talks to communicate needs, news, feelings and ideas. Uses new vocabulary.	**Listening, Attention and Understanding** Children will talk about key events in a story. Children will answer and ask how questions. **Speaking** Children will join in with whole class show and tell. Children will describe events in detail. .	**Listening, Attention and Understanding** Children will identify the main characters in the story and talk about their feelings. **End of Spring checkpoint** Can switch attention from one task to another. Follows complex instructions. Responds to discussion with comments and questions. Is able to listen in whole school Collective Worship and recall some of the themes and comments at a later stage. **Speaking** Children will know a range of connectives to join their ideas. Children will retell a known poem. **End of Spring checkpoint** Enjoys being part of conversations and discussions and uses new vocabulary in context. Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.	**Listening, Attention and Understanding** Children will link events in a story to their own experiences. **Speaking** Children will speak in whole class scenarios to share their experiences and interests. (ELG)	**Listening, Attention and Understanding** Children will 'hot seat' characters from a story. **End of EYFS checkpoint** 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 conversations when engaged in back-and-forth exchanges with their teacher and peers. **Speaking** Children will express ideas using past and present tense. (ELG) **End of EYFS checkpoint** 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 frher.

	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. **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.

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	Reception	Development Matters (Reception)	**Self-Regulation** **Baseline** Can focus attention in a group situation for a short period of time and can follow a series of instructions. Is able to talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset. Children will see themselves as unique by sharing their hobbies and interests. Children will know what happy feels like. **Managing Self** **Baseline** Confident to access the environment with minimal support and follows the rules as part of the new routine. Reliably toilet trained and just needs some reminders to wash hands and help with fastenings. Children will identify the learning zones and what related behaviour looks like for each. **Building Relationships** **Baseline** Can play with other children as part of a game or activity, without adult support. Can take turns and share sometimes with adult support. Makes new friends in the class, and talks to adults to share news or as part of an activity. Children will know how to identify their feelings, using books such as 'The Colour Monster'.	**Self-Regulation** Can become engrossed in an activity and finds it difficult to switch attention to another task. Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful. Can focus attention in a whole class group for a teaching session, e.g. phonics. Is willing to keep trying if something is difficult or challenging. Children will know how to be helpful by taking on jobs such as serving snack and washing up. Children will know what sad feels like and how to work through feelings of sadness. **Managing Self** Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability. Perseveres with fastenings on coats and follows instructions to dress and undress for PE and Forest School. Washes hands without reminders. Children will know the school rules. : Children will know why healthy eating is important. **Building Relationships** Is aware of the needs of others but can find it hard to let others take the lead. Interacts with a variety of children and is building good relationships with adults and other children. Is able to identify when another child is upset and respond appropriately. Children will know to listen with respect.	**Self-Regulation** Children will know how to make the right choice and the consequences of not doing so. Children will know what worried feels like and how to work through feelings of worry. **Managing Self** Children will know how regular teeth brushing is important for their health. Children will know how regular exercise is important for their health. **Building Relationships** Children will know how to treat others in our class and follow the schools vision and values.	**Self-Regulation** More confident to tackle new challenges and with encouragement will keep going. Follows school and class rules and can talk about their importance. Knows some ways to keep healthy. Children will know the effects of their behaviour on others. Children will know what angry feels like and how to work through feelings of anger. **Managing Self** More confident to tackle new challenges and with encouragement will keep going. Follows school and class rules and can talk about their importance. Knows some ways to keep healthy. Children will know what a sensible amount of screen time is and why this is important for their health. **Building Relationships** Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements. Uses words to solve conflicts. Takes turns in group activities. Identifies how others feel and responds appropriately. Children will be able to describe what makes a good friend; such as listening and sharing.	**Self-Regulation** Children will know to use calming techniques when they are feeling upset/angry Children will know what calm feels like and what makes them feel calm. **Managing Self** Children will know about the importance of a good sleep routine for their health. **Building Relationships** Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.	**Self-Regulation** 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. Children will know how to overcome challenges, using books. Children will know what tired feels like and how to work through feelings of tiredness. **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. Children will know how to be a safe pedestrian and why this is important. **Building Relationships** Children will know how to resolve a problem by talking it through with a friend or adult. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.

	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. **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. **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.

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Reception	Development Matters (Reception)	**Gross Motor** **Baseline** Has good coordination and balance when negotiating equipment and other people. Is able to tackle parts of the climbing frame, e.g. low climbing wall, steps, ladder. Uses trikes and scooters confidently. Uses brooms to brush and spades to dig in sand and soil. Children will know how to hop, skip and jump. **Fine Motor** Baseline Can use scissors to make snips and cut lines, holding scissors in one hand. Can copy some recognisable letter shapes from name. Holds pencil in fingers rather than a whole hand grasp. Shows a preference for a dominant hand. Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs). Children will be able to use two-hole scissors to make snips in paper. Children will know how to correctly form the letters in their name.	**Gross Motor** Uses a range of ways to move appropriately, e.g. jumping, hopping, sliding. Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses. Uses large construction to build. Children will know how to pedal a bike. Children will be able to complete various moves as part of a dance routine. **Fine Motor** Attempts to use a tripod grip with some consistency. Often chooses to draw, representing recognisable objects or shapes in work. Use scissors to cut along curved lines, holding scissors in the correct position. Is able to mould and shape clay with fingers and tools. Children will be able to cut along straight lines using two-hole scissors. Children will know the correct pencil grip and posture for writing. Children will know how to correctly form the 'around letters' – c, a, o, d, g, q.	**Gross Motor** Children will know how to safely jump off of the climbing frame, PE equipment. Children will know how to pull themselves up and hang on the climbing frame. **Fine Motor** Children will know how to use a knife and fork to cut. Children will know how to correctly form the 'down letters' – l, t, b, p, k, h, i. Children will know how to correctly form the numbers 2 and 3	**Gross Motor** Can throw, kick, pass and catch a large ball. Able to balance on and off equipment. Can jump safely from a piece of equipment. Children will know how to kick and pass different sized balls. **Fine Motor** Sits at a table to write. Holds a pencil in a tripod grip. Uses scissors to cut around more complex shapes, e.g. split pin characters. Children will be able to cut along wavy lines using two-hole scissors. Children will know how to correctly form the 'down letters' – j, m, n, r, u, y. Children will know how to correctly form the numbers 4 and 5.	**Gross Motor** Children will know how to throw and catch different sized balls. **Fine Motor** Children will be able to cut along zig-zag lines using two-hole scissors. Children will know how to correctly form the 'curly letters' – e, f, s. (Children will know how to correctly form the 'zig zag letters' – v, w, z, x. Children will know how to correctly form the numbers 6 and 7.	**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. Children will know how to bat and aim using different sized balls. **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, paint brushes and cutlery. Begin to show accuracy and care when drawing. Children will be able to cut around various shapes using two-hole scissors. Children will know how to correctly form capital letters. Children will know how to correctly form the numbers 8 and 9 and 10.

				Children will know how to correctly form the numbers 0 and 1				
	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. **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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.							

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Literacy	Reception	Development Matters (Reception)	**Comprehension** Children will retell a known story. Enjoys listening to stories and retell a simple story using story vocabulary using visual clues, e.g. talking through a familiar book. Joins in with familiar rhymes and songs. **Word Reading** Children will hear and identify initial sounds in words. Can discriminate between sounds. Can keep a simple rhythm and match rhyming words. Is able to recognise own name. Can say the initial sound in a word. Can orally blend some simple cvc words. **Writing** Can say the initial sound in a word. Uses some recognisable letter shapes when writing own name. Can orally segment some simple cvc words. Children will write initial sounds.	**Comprehension** Children will identify key events in a known story. Has a love of stories and listens attentively to story time. Enjoys talking to others about favourite stories. Is able to talk about the main events in the story and predict what might happen. Can retell a story using role play or small world resources, using some story language. **Word Reading** Children will read all set 1 single sounds. Children will blend sounds in words orally. Can match set 1 graphemes and phonemes. Can blend and read cvc words. Can read set 1 captions. Can read Phase 2 red words. **Writing** Can segment and spell cvc words. Can match set 1 graphemes and phonemes. Writes cvc words and labels. Is starting to write simple captions. Says a simple sentence for writing (oral and count words). Writes some lower-case letters correctly. Uses some upper-case letters, e.g. for own name, Mum and Dad. Children will write their name. Children will correctly form the letters in their name	**Comprehension** Children will engage in discussion around non-fiction books. **Word Reading** Children will blend sounds in words. Children will read short ditty stories Children will know the red word I. **Writing** Children will independently write CVC words. Children will correctly form the 'down letters' l, t, b, p, k, h, i.	**Comprehension** Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt. Identifies non-fiction texts, remembering facts. Children will engage in discussion around poems. **Word Reading** Reads books with a range of set 1, set 2 cvc words and red words and shows a good understanding of what has been read. Says the sound for each set 1 and set 2 graphemes. Children will read all set 1 special friends Children will read red storybooks Children will know red words put, of, the, no, my, he **Writing** Writes some upper-case letters correctly. Writes most lower-case letters correctly using a tripod grip. Says the sound for each set 1 and 2 graphemes. Writes cvc words and labels using Set 1 and set 2 phonemes. Spells some red words. Write captions. Is starting to write short sentences. Uses finger spacing between words. Reads sentences back to an adult. Children will write words with set 1 special friends. Children will write a short phrase. Children will correctly form the 'down letters' j, m, n, r, u, y	**Comprehension** Children will use vocabulary in context learned in literacy sessions. **Word Reading** Children will read double consonant sounds. Children will read green storybooks Children will know red words your, said, you **Writing** Children will write a short sentence using a full stop. Children will correctly form the 'curly letters' e, f, s. Children will correctly form the 'zig zag letters' v, w, z, x.	**Comprehension** Children will be able to answer questions about a given story. 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. **Word Reading** Children will read set 2 and special friends. Children will read green storybooks Children will know red words be, are Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing** Children will correctly form capital letters. Children will write a short sentence using a capital letter and a full stop. Children will read what they have written to check it makes sense. 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.

				Children will use 'Fred fingers' to sound out CVC words to write. Children will know how to correctly form the 'around letters' – c, a, o, d, g, q. gf				
	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. **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. **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.							

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Reception	Development Matters (Reception)	**Number** **Baseline** Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged. Rote counts to 10 and subitises to 3. Children will subitise to 3. Children will compose numbers to 3 on a five frame and in a part-whole model. N20: Children will identify one more and one less to 3. **Numerical Patterns** Compares amounts using the language of 'more'. Reads numerals to 5 and matches to an amount. Orders numbers to 5. Children will count in correspondence to 3. Children will compare amounts, size, mass and capacity. Children will make AB patterns. Uses some everyday language to talk about and compare size and shape. Recognises a repeated pattern and is beginning to create own patterns and arrangements.	**Number** Can subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made. Children will subitise to 5. Children will compose numbers to 5 on a five frame and in a part-whole model. Children will identify one more and one less to 5. Children will match numerals and representations to 5. **Numerical Patterns** Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less that or more than. Recognises numbers to 10 and puts them in order. Children will count in correspondence to 5. Children will identify and describe circles, triangles, squares and rectangles Children will use positional language including under, over, around and through Children will identify one more and one less within 5. Uses some shape names appropriately and understands prepositional language. Creates a repeated pattern with colour and shape.	**Number** Children will identify 0. Children will compose numbers to 8 on a five frame and in a part-whole model. Children will identify one more and one less to 8. Children will match numerals and representations to 8. **Numerical Patterns** Children will compare mass and capacity. Children will make pairs.	**Number** Developing sense of numbers beyond 5 and can subitise to 6. Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10. Links subtraction facts to composition of numbers to 5. Recalls some double facts to 10. Children will know number bonds to 5. Children will compose numbers to 10 on a five frame and in a part-whole model. Children will identify one more and one less to 10. **Numerical Patterns** Can count beyond 10 and is starting to recognise the pattern of the counting system to help count beyond 10. Recognises patterns within number. Children will combine 2 groups. Children will explore length, height and time. Children will identify a cube, sphere, cylinder and cone. Children will make ABB/AAB repeated patterns. Uses mathematical language to compare and talk about shape and size.	**Number** Children will explore the composition of numbers to 10. Children will know 5+5=10, 0+10+10. Children will count to 20. **Numerical Patterns** Children will build and identify numbers to 20. Children will match patterns using tangrams and shapes. Children will add more and take away within 20.	**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. Children will double within 10. **Numerical Patterns** 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. Children will equally share into two groups. Children will identify even and odd numbers up to 10. Children will verbally count beyond 20. Has a developed range of mathematical language to describe and compare size, shape, length, weight and position.
	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. **Numerical Patterns:** 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, double facts and how quantities can be distributed equally.							

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	Reception - Development Matters (Reception)	History	**Past and Present** **Baseline** Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby. Children will know how they have changed from being a baby to being 4/5. Children will talk about their family and community.	**Past and Present** Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day. Children will know that on Remembrance Day we wear poppies to remember the soldiers who died in the war.	**Past and Present** Children will know about differences between schools in the past and now Children will know about differences between transport and toys from the past and now. .	**Past and Present** Talks about significant historical events and how things were different in the past.	**Past and Present** Children will know that the past is anything before the current day. Children will know that the present is now Children will know that some animals are now extinct. Talk about the lives of the people around them and their roles in society.	**Past and Present** Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Children will look at images of space from the past and present and identify similarities and differences.
		Geography	**People, Culture and Communities** Baseline Talks about the world around and the people are places that are familiar.	**People, Culture and Communities** Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries. Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali. Knows that Collective Worship is part of the life of the school community. Children will know how to safely cross the road.	**People, Culture and Communities** Children will know what a doctor/nurse does. Children will know what a police officer does. Children will know that other countries have longer winters than us. E.g. Greenland	**People, Culture and Communities** Has a wider understanding of the wider world and draws comparisons between own local environment and other places. Looks at, and makes maps, of local environment. Describes a journey within the local environment. Talks about some features of a Christian Church and knows that the school is connected to the churches in Nuneaton. Children will know the name of the road that our school is on.	**People, Culture and Communities** Children will know that we can only grow certain fruit/vegetables in England. Children will know that we do not have certain animals in England and will compare with animals found around the world. Children will know the name of the road that our school is on.	**People, Culture and Communities** Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities 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, non-fiction texts and – when appropriate – maps. Children will identify similarities and differences between life where we live and life in space.
		Science	**The Natural World** **Baseline** Explores the natural world and talk about out the things that are noticed. Recognises change and can describe what is happening. Children will know the names of body parts: shoulders, elbows, knees, ankles. Children will know the 5 senses. Children will know that it is Autumn.	**The Natural World** Describes some features of plants and animals and identifies when things are the same and different. Notices, observes and talks about seasonal changes. Children will explore floating and sinking.	**The Natural World** NW20: Children will know that it is Winter.	**The Natural World** Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different. Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal. Children will know that it is Spring.	**The Natural World** Children will know that it is Summer. Children will know the life cycle of a sunflower/plant. Children will know how to care for a plant. Children will discuss ways in which we care for the world around us. Children will know the life cycle of a butterfly.	**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,

							Children will know the habitats of minibeasts. Children will know the life cycle of a chicken.	including the seasons and changing states of matter. Children will know the names of the 4 seasons and weather associated with them. Children will identify plastic and metal. Children will know what material a magnet picks up.
		RE	**People, Culture and Communities** -where I belong? -what groups can people be a part of? -sharing a worldview. Children will know what is special to them and their families. Children will know that Christians go to church to worship.	**People, Culture and Communities** -why people celebrate together? -which places are special? -feels like to be part of a group. Children will know how Diwali is celebrated. Children will know that Christians celebrate Christmas Children will know that the Christian Christmas story centres around the birth of Jesus.	**People, Culture and Communities** -special stories -stories about Jesus -why stories about Jesus are important. Children will know why Christians go to church.	**People, Culture and Communities** -stories can teach how we behave. -people in sacred stories tell us. -qualities of a good leader. -Making good choices Children will know the Easter story.	**People, Culture and Communities** -values -worldviews -golden rule Children will name and explain the purpose of a mosque. Children will know that Muslims believe in Allah and pray 5 times a day.	**People, Culture and Communities** -how to treat each other. -right from wrong -non-religious people Children will know what the bible is.
		ICT	Children will know how to use an iPad to take photos.	Children will know how to type their name on an iPad.	Children will know how to use a trackpad.	Children will know how to make digital art.	Children will know how to programme a beebot.	Children will know how to dictate a question to Google.

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.

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.

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.

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Reception - Development Matters (Reception)	Music	**Being Imaginative** Children will know a large repertoire of nursery rhymes/songs. Children will develop storylines in their pretend play.	**Being Imaginative** Children will be able to retell familiar stories. Children will join in with choreographed dances. Children will know perform their own dances using steps and techniques that they have learned. Children will watch a pantomime and express their feelings and responses	**Being Imaginative** Children will listen to a musician play a range of instruments and identify similarities and differences. Children will experiment with different ways of playing instruments.	**Being Imaginative** Children will be able to create their own performance to show the class. Plays a range of percussion instruments and glockenspiel. Uses instruments to compose own music.	**Being Imaginative** Children will know how to tap/clap along to a rhythm. Children will know how to match a pitch.	**Being Imaginative** Children will be able to act out characters explored through familiar stories.
		Art and Design	**Creating with Materials** Baseline Uses a range of different techniques and variety of materials, e.g. paint, collage. Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles. Uses drawing materials to create pictures with a range of lines and shapes. Children will know how to draw a person – head, body, arms, legs and facial features. Children will know how to use glue to join. Experiments with a range of percussion instruments. Joins in with singing in a familiar group. Accesses role play and small world resources, sometimes playing with others to develop storylines.	**Creating with Materials** Children will know how to draw a setting. Children will know how to mold clay. Children will know how to use tape to join. Makes some independent choices about the resources needed and talks about creations. Uses different textures in creations and will combine media. Cuts along curved lines with scissors and uses moulding tools with malleable materials. Uses a range of shapes and colours to represent observational drawings. Plays alongside others to develop storylines in role play or small world. Sings familiar songs. Rehearses for, and performs in, the nativity play. Moves in response to music.	**Creating with Materials** Children will know how to do imaginative drawings Children will know how to print using classroom objects. Children will know which glue or tape to use for their chosen purpose. Children will know how to mix primary colours to make secondary colours.	**Creating with Materials** Children will know how to make 2D collages. Children will know how to use and mix watercolour paints. Children will know how to use a treasury tag to join Uses different techniques and materials to achieve the desired effect and can talk about what has been created. Mixes colours to produce different shades and combines materials to create different textures. Is beginning to plan a design before starting. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job. Along with others, collects resources to develop own role play storylines.	**Creating with Materials** Children will know how to do observational drawings. Children will know how to make a mono print. Children will know how to use oil pastels. Children will know how to use a split pin to join. Children will know how to draw animals.	**Creating with Materials** Children will know how to make different shades of the same colour. Children will know various methods of joining. Children will be able to recreate art in the style of various artists Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the processes they have used Make use of props and materials when role playing characters in narrative and stories Invent, adapt and recount narrative and stories with peers and their teachers 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

	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. **Being Imaginative:** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music