



Reception Curriculum Goals

C&L & Roleplay To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings	PSED To become an Independent Individual who can follow the school rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy	PSED To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings	PD To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment
PD To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers) safely and with confidence	Reading To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)	Maths To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, and recall number bonds to and quantities to 10	Writing To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others
UW To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places	UW To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Farsley is special, have an awareness of other people's cultures and beliefs	Music & Dance To become a Proud Performer who can perform a range of songs, poems and rhymes and can perform these as well as dances to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm	Art &DT To become a Dynamic Designer who can choose and safely use drawing, painting and other media with accuracy, and choose the resources they need to make their creations, talk about what they have made and how they have made it

	Autumn 1 ME	Autumn 2 SEASONS &CELEBRATIONS	Spring 1 WONDERFUL WORLD	Spring 2 COME OUTSIDE	Summer 1 ALL CREATURES GREAT & SMALL	Summer 2 ADVENTURES
Lines of enquiry	Starting School Rules and Routines Growth Mind-set/Characteristics of Learning Talents and skills My Family/pets/interests Autumn What makes you special?	Seasonal Change/weather Winter Different celebrations and festivals of light Our class/ school / local community Nocturnal animals	Spring/Seasonal Changes/weather Snow and Ice Polar regions and polar animals	Growing / planting / changing Lifecycles What's in the garden? Growing up – What was I like as a baby/toddler? Spring / seasonal changes	Baby animals and new life Animals – Farm/ Where does our food come from? Other animals of interest	Seasonal changes and the weather/ Sun safety Holidays/Beach Under the sea Pirate adventures Transport
Cultural Capital SMSC opportunities	Harvest Autumn Halloween Fire Service visit – links to Bonfire Night Visit to St Johns Church Walk to Westroyd Park Meet our Buddies	Remembrance Day Diwali Bonfire Night Fire Service visit – links to Bonfire Night Halloween Christmas events – fair / party/ nativity Post office Visit Visit from Reverend	Walk down Town Street Visit from Rosie the therapy dog Chinese New Year	Visit from the Story Bus Walk to Flower shop / Sutcliffe's Visit from a dentist Raise money for charity Eid	Visit to Hesketh Farm Summer	Visit to Hainsworth Park Farsley Library visit Buddies supporting transition Making something to sell at the summer fair
Whole School /world Events NB:celebrations covered in the half term that it falls in	Sponsored Welly walk Harvest Festival	Remembrance Day Assembly Advent and Christmas Children in Need Christmas Fair	Valentine's day Children's Mental Health Week Safer internet day	Shrove Tuesday/ Lent World Book Day Mothers Day Easter Comic Relief British Science week	Fathers day Easter Walk to school week VE Day	Be Healthy Week Sports Day Transition Day/ on going Summer Fair
Parent Partnerships	Mystery Reader week: Favourite Stories Open Session: Communication & language	Mystery Reader week: Christmas/Festival/ Winter Stories Open Session: Early Reading & Phonics Nativity	Mystery Reader week: Feelings &Emotions (Children's Mental health) Open Session: PSED	Mystery Reader week: Female Lead/Author Open Session: Maths	Mystery Reader week: Male Lead/ Author Open Session: Early Reading & Phonics	Mystery Reader week: Being Healthy Open Session: PD/ Writing Sharing Assembly
Life Skills	To use knife and fork	To pay for something with money	To know road safety rules	To look after living thing	To know how to recycle	To know where to get help/ learn first aid
Awe & Wonder	Autumn walk Magic potions	Visit from Father Christmas Receive your card in the post!	Exploring ice melting Gingerbread man on the loose!	Grow your own plant Science Experient linked to British science week	Farm Trip Watch chicks hatch	Beach / pirate party

Communication and Language

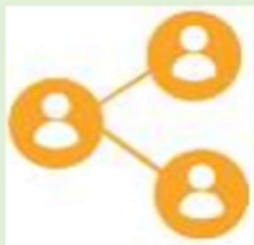


STATUTORY EDUCATIONAL PROGRAMME: The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Communication & Language		Autumn 1 ME	Autumn 2 SEASONS &CELEBRATIONS	Spring 1 WONDERFUL WORLD	Spring 2 COME OUTSIDE	Summer 1 ALL CREATURES GREAT & SMALL	Summer 2 ADVENTURES
Listening, Attention & Understanding	Listening & Attention	Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound. Know how to listen carefully and why listening is important	Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment Maintain attention in new situations e.g., whole school assembly or PE sessions in the hall. Shift attention when required e.g., when given a clear prompt - ‘name’.	Listen attentively in a range of situations and know how to listen carefully e.g. understand they need to look at who is talking to them and think about what they are saying Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.	To understand why listening is important. Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar	Listen to and understand instructions about what they are doing, whilst busy with another task. Listen and continue with an activity for a short time.	Listen attentively and respond to what they hear with relevant questions, comments, or actions. Know how to play co-operatively and know that they can pretend to be someone else talking.
	Respond Skill	Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Know how to respond appropriately when asked e.g., ‘chime = freeze & show me 10’	Make relevant comments when listening to a story. Answer why questions. Ask questions to find out more and check they understand what has been said to them Respond to others appropriately in play, engage in stories times including in non-fiction	Make predictions about what might happen next/ story endings in response to texts Engage in non-fiction books. Link events in stories to their own experiences	Keep play going in the response to others, engage in conversations Use talk to work out problems, organise thinking and activities explain how things work and why they might happen.	To keep play going in the response to others, engage in conversations relevant to the play theme Ask and answer what where when who and what could we do next questions Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Make comments about what they have heard and ask question to clarify thinking including why and how
	Understanding	Understand and respond to who, what doing, why questions in relation to stories, texts and events Understand the rules for ‘talk partners’ Know how to follow 1 step instructions e.g., put bookbag in drawer.	Understand and respond to who, what doing, why questions in relation to stories, texts and events Follow instructions that involve 2 parts	Ask questions to clarify understanding of a text or task Ask questions to find out more and check understanding Consider the listener and takes turns to listen and speak in different contexts.	Consistently understand a range of questions in different contexts including how, why, when. Ask questions to clarify and check understanding.	Consistently understand a range of questions in different contexts including how, why, when. where Understand that words can be put into groups or categories and give examples Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play.	Retell a story with some exact repetition and in their own words. Know that a range of words can describe the idea of time, shape, texture, size and know in which context to use them Name objects, characters, and animals from a description E.g. “It lives in the jungle and is fierce with big teeth and is stripy.”
Speaking	Speaking	Speak in simple sentences Sing a range of songs Begin to use social phrases, e.g. good morning Use talk to organise selves and play. Use sentences of 4-6 words. Know a repertoire of songs e.g., nursery rhymes or numbers of songs. Know some social phrases e.g., ‘Good Morning!	Use intonation to make meaning clear to other. To begin to use some story language when retelling once upon a time/happily ever after. To Start a conversation Use simple conjunctions to link sentences Retell a past event Recognise words that rhyme or sound similar Develop social phrases, good morning, how are you?	Use talk to pretend objects stand for something else in play Begin to use past tense verbs, e.g. I went, I played to describe events. Pose questions to others	Retell stories using a wider range of story vocabulary, e.g. first, then, but Innovate own stories orally Use talk to organise thinking / solve problems/ talk about processes. Begin to connect one idea or action to another. Use simple conjunctions ‘and’, ‘because’.	Use talk to express ideas about feelings and experiences Use language to reason and persuade., e.g. it has stopped raining. Can I go outside? Recount an event in the correct order and some detail. Give details that they know are important and will influence the listener Articulate their ideas in well-formed sentences.	peak in a range of sentences with added detail/ longer sentences/ range of tenses. Use conjunctions to extend and articulate their ideas. Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well-formed sentences of 8 words. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults.
	Oracy	<u>Physical</u> - To speak audibly so they can be heard and understood - To use gestures to support meaning in play <u>Cognitive</u> - To use ‘because’ to develop their ideas - To make relevant contributions and asks questions - To describe events that have happened to them in detail <u>Linguistic</u> - To use talk in play to practice new vocabulary - To join phrases with words such as ‘if’, ‘because’ ‘so’ ‘could’ ‘but’ <u>Social and Emotional</u> - To look at someone who is speaking to them - To take turns to speak when working in a group					
On - Going Through out the Reception Year		To be exposed to a range of vocabulary from stories, non-fiction, rhymes, and poems. To make use of newly learnt vocabulary when speaking (in different contexts). To be able to express their ideas and feelings relating to their experiences. To enjoy learning and carefully listening to a range of rhymes, poems, stories, and songs, paying attention to how they sound. To be able to confidently to use a range of social phrases throughout the day (e.g. good morning, good afternoon, etc.). To listen to and talk about stories to build familiarity and understanding. Use talk to organise themselves and their play Strategies used throughout the year to support Communication & language skills					

	*Talk / Learning Partners *Colourful Semantics *Language Ladder *Makaton / T4W actions *Blank Level questioning
Early Learning Goals	Listening, Attention & 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-tone 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.
The Reception Year provides the foundation for communication and language skills the children will build upon in Year one	In Y1-6 children continue to build on the oral language skills developed in the early year’s foundation stage. Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Teachers will pay attention to increasing pupils’ vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole (National Curriculum, 2014).

Personal, Social and Emotional Development



Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Personal, Social & Emotional Development	Autumn 1 ME	Autumn 2 SEASONS &CELEBRATIONS	Spring 1 WONDERFUL WORLD	Spring 2 COME OUTSIDE	Summer 1 ALL CREATURES GREAT & SMALL	Summer 2 ADVENTURES
PSHCE Kapow	Self-Regulation: Listening and Following Instructions To understand why it is important o listen carefully. To listen attentively to a story. To talk about and retell parts of a story they have deep familiarity with. To understand why it is important to tell the truth and think about the feelings of others. To follow instructions involving several ideas or actions. To persevere when things are difficult. To follow instructions involving several ideas or actions. To give simple instructions. To listen and respond to phrases and instructions that involve several ideas or actions.	Managing Self: My Wellbeing To learn the importance of exercise. To explore how exercise affects different parts of the body. To learn how yoga can help our bodies to stretch, relax and stay healthy. To explore guided meditation and relaxation. To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene. To know and discuss the factors that support their overall health and well-being. To understand what it means to be a safe pedestrian. To understand what it means to eat healthy. To understand the importance of healthy food choices. To explore what it means to have a balanced diet.	Building Relationships: Special relationships To talk about our families. To understand that all families are valuable and special. To talk about people that hold a special place in children’s lives and think about what it means to be a valued person. To understand why it is important to share and cooperate with others. To develop strategies to help when trying to share with others. To see themselves as a valuable individual. To understand that it is ok to like different things. To see themselves as a valuable individual. To share interests with the group. To explore diversity through thinking about similarities and differences.	Self-Regulation: My Feelings To identify their feelings To identify and express my feelings To explore different coping strategies to help regulate our emotions. To identify our own feelings. To consider the reasons behind our emotions. To explore the different adjectives that can be used to describe feelings. To explore different facial expressions and what they mean. To identify different feelings and how to moderate behaviour socially and emotionally	Building Relationships: My Family and Friends To understand that we all have different beliefs and celebrate special times in different ways. To think about the perspectives of others in the class. To understand why sharing is important. To think about the perspectives of others in the class. To understand the characteristics that make a good friend. To think about why is might be difficult for others to be a good friend all of the time. To consider why it is important to support each other by being kind. To learn how to help, listen to and support others when working in a team. To plan a party to celebrate the special friendships within the class.	Managing Self: Taking on Challenges To understand why we have rules. To understand the importance of persistence in the face of challenge and developing confidence in their own ability to solve problems. To work together as a group to overcome challenges and communicate effectively with others. To learn and practise ‘grounding’ coping strategies. To understand the importance of perseverance in the face of challenge. To learn new skills, showing resilience and perseverance in the face of challenge.
	NSPCC PANTS: (4 -5)		NSPCC PANTS: (4 -5)		Jessie and Friends: Episode 1 – Watching Videos	
Self – Regulation	Can talk about feelings. Welcome distractions when upset. Know likes and dislikes. Independently choose where they would like to play. To know about the 4 zones of regulations	To begin to express their feelings and consider the perspectives of others. To begin to use simple strategies for self-regulation. To become increasingly able to follow the school and classroom rules. To show an interest in and is excited by new activities. To be able to identify which zone they are in. (zones of regulation) .	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly To knows what it means to be ‘kind’. Begin to show persistence when faced with challenges. To be able to make their own choices and communicate what they need. To build and begin to use coping skills to move zones when needed.	See themselves as a valuable individual. Show resilience and perseverance in the face of challenge or when faced with new things. To understand their own thoughts and feelings and respect that those of others may be different from theirs To be able to reflect on the work of others and self-evaluate their own work. To be able to regulate their own emotions and behaviour in a range of situations To know right from wrong and to behave accordingly. To actively use coping skills when needed eg breathing exercise.	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. See themselves as a unique and valued individual. Confident to try new activities Can seek out a challenge and enjoy the process. To be able confidently talk about a range of emotions and know how these make them feel.	To be able articulate the school’s rules, discusses behaviour that is right or wrong and behaves accordingly. To be able to talk about themselves in positive terms, articulating their own strengths and value... To be able to give focused attention to what the teacher says, responding appropriately even when engaged in activity. To be able to confidently follow instructions involving several ideas or actions. Shows high levels of perseverance and resilience. Seeks out a challenge and enjoy the process.
Managing Self	To be able to independently organise their own belongings in the morning/ afternoon. Be increasingly independent in meeting their own care needs, Eg: brushing teeth, using the toilet, washing and drying their hands thoroughly.	To manage own personal hygiene needs. Know and talk about the different factors that support their overall health and wellbeing: - healthy eating – toothbrushing – having a good sleep routine	To learn about the importance of limiting screen time supports our health and wellbeing Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity – sensible amounts of ‘screen time’ – being a safe pedestrian.	To be able to manage their own needs. To learn and talk about how tooth brushing can affect our health and wellbeing. To be able to show high levels of independence throughout the day.	To be able to confidently manage all of their own personal hygiene needs (e.g. dressing, toileting, hand washing, tooth brushing). To begin to understand that eating well contributes to good health. To learn about how regular exercise supports our health and wellbeing.	To explain how to make an activity safe and hygienic To be able to talk about factors that support their overall health and well-being. To understanding of the importance of healthy food choices and the impact this has on lifestyle
Building Relationships	Begin to take turns and share resources. To be able to build positive relationships with adults and peers.	To build constructive and respectful relationships, forming a special friendship. To begin to take turns and share resources.	Can reflect on the work of others and self-evaluate their own work Can keep play going by co-operating, listening, speaking, and explaining. . To seek out others to share activities and experiences.	Think about the perspectives of others. To be able to show sensitivity to others’ needs and feelings. To work well with others, as part of a team. To begin to resolve conflicts with others	To be able to keep play going by co-operating, listening, speaking, and explaining. Enjoys playing co-operatively in a range of situations.	To be able to explain why ‘teamwork’ is important. To be able to find constructive ways to resolve conflicts
On - Going Through out the Reception Year	Continue to develop skills of using gestures, nonverbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way. To know and be able to use a range of self-regulation strategies and techniques. To show sensitivity towards other needs and feelings. To be able to follow the rules in reception and tries to behave accordingly. To be able to build positive relationships with peers and adults in reception. To understand what it means to be ‘kind’ to others. Enjoys receiving positive praise. To be able to make independent choices.					

Early Learning Goals	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. 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
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The Reception Year provides the foundation for many skills the children will build upon in Year one.	MM: Feeling Good and Being Me	MM: Friends and Family	MM: Life Changes	MM: Strong Emotions	MM: Being the Same and Being Different	MM: Solving Problems – Making it Better
	Physical Health and Wellbeing: Fun Times	Keeping Safe and Managing Risk: Feeling Safe 	Drug, Alcohol and Tobacco Education: What do we put into and onto our bodies? 	Mental Health and Emotional Wellbeing: Feelings	Identity, Society and Equality: Me and Others	Careers, Financial Capability and Economic Wellbeing: My Money
	NSPCC PANTS: Lesson 1 (5-7) 		Jessie and Friends: Episode 2 – Sharing Pictures 		Pol-Ed – Keeping Safe: How can I keep safe online? 	

Physical Development



STATUTORY EDUCATIONAL PROGRAMME: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Physical Development	Autumn 1 ME	Autumn 2 SEASONS &CELEBRATIONS	Spring 1 WONDERFUL WORLD	Spring 2 COME OUTSIDE	Summer 1 ALL CREATURES GREAT & SMALL	Summer 2 ADVENTURES
Gross Motor PE HUB	PE HUB: Body management Unit 1 To make shapes with bodies/ TO travel under and over equipment/ To reach and stretch to get equipment	PE HUB: Dance Unit 1 Recognise actions can be performed to music. Recognise and repeat some basic movements Perform a range of styles of dance.	PE HUB: Speed, agility travel Part 1 Change direction and speed through choice and instruction. Perform actions demonstrating changes in speed – stop/start/ change	PE HUB: Gymnastics– unit 1 Develop confidence in basic movements. Experience jumping/sliding/running and rolling over equipment in games and races / develop coordination and gross motor skills.	PE HUB: Gymnastics– unit 2 and Sports Day practise. Further develop confidence in a range of movements. Learn and refine a variety of shapes, jumps, balances and rolls. Link simple balance, jump, travel and roll actions.	PE HUB: Manipulation and coordination Part 1 Send and receive objects with different body parts Work with others to control objects in a space Coordinate body parts in a variety of activities and in different ways.
Gross Motor	To strengthen their core muscles to develop a good posture when sitting at a table or sitting on the floor. To develop the ability to line up sensibly as a class when moving around school. To develop the ability to sit at a table at lunch time. To be able to use large scale construction equipment safely. To be increasingly independent as they get dressed and undressed, Eg; putting coats on and doing up zips. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	To be able to use core muscles to sit on the floor or at a table for around 15 minutes. To be able to walk across balance beams of different widths/ heights. To be able to play ‘throw and catch’ with another child demonstrating increasing accuracy. To remember patterns and sequences of movements, especially to music. Progress towards a more fluent style of moving, with developing control and grace. Further develop the skills they need to manage the school day successfully – lining up and queuing – mealtimes.	To show an awareness of space and speed when moving. To practice and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. To use a balance bike	To be able to confidently use a range of large and small apparatus both indoors and outdoors, alone and in a group. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball including throwing, catching, kicking, passing, batting, and aiming.	To develop the overall body strength, coordination and balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, and sport. To combine different movements with ease and fluency. To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. To use a Balance bike with accurate steering	To be able to use core muscles to sit on the floor or at a table for extended periods of time. To be able to confidently hop and skip. To be able to confidently negotiate space, and obstacles in relation to themselves and other both indoors and outdoors To be fluent with a range of different movements, developing control and grace. To be secure with a range of ball skills (e.g. throwing, catching, kicking, passing, batting, aiming). To develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. To be able to dress and undress themselves independently.
Fine Motor	To begin to hold a pencil effectively in preparation for fluent writing. (crocodile fingers) To show a preference for a dominant hand. To develop fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use one-handed tools and equipment, Eg: making snips in paper with scissors.	To begin to use a knife and fork together to cut food (some support needed). To begin to enjoy exploring small scale resources. To begin to open packets and cartons at mealtimes. To begin to peel their own fruit. Shows preference for dominant hand when using tools. Cutting skills: To be able to use scissors correctly to cut through a piece of paper. Pencil Grip To be able to use a pincer grip independently. <i>Movement is usually from the wrist with this static grasp. To begin to develop the use of a static tripod grip (beginning).</i>	To hold a pencil for fluent writing effectively – using a tripod grip in almost all cases. To be able to open packets and cartons independently at mealtimes. <i>Pencil is held in a stable position between the thumb, index and middle finger. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</i> To be able to draw freely using a range of resources and movements. To be able to manipulate materials for a purpose and effect. To be able to hold and use a paintbrush effectively using the correct grip	To be able to peel a range of fruit independently. Cutting skills To be able to use scissors correctly to cut out shapes. Pencil Grip To become more confident when using a static tripod grip (developing) Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders. Continue to develop fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Development of threading, weaving, and cutting skills.	To hold a pencil for fluent writing effectively – using a tripod grip in almost all cases. Develop the foundations of a handwriting style which is fast, accurate and efficient following school scheme. Fine motor skills are the small movements used for control and precision during activities. <i>It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g., threading, play dough, building and creating</i>	To have developed their own handwriting style which fast, accurate and efficient. To be able to fasten and unfasten buttons on clothing. To be able to show accuracy and care when drawing (see EAD strand). Cutting skills To use scissors effectively for a purpose. Pencil grip To be confident at using a dynamic tripod grip (secure). <i>Pencil is held in a stable position between the thumb, index and middle finger. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice</i> <i>Fine motor skills are the small movements used for control and precision during activities. It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g., threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome</i>

Fine Motor	Dough Disco	Dough Disco	Pen Pals Long ladder letters	Pen Pals One Armed Robots	Pen Pals Curly Caterpillars	Pen Pals Zig Zag monsters
On - Going Through out the Reception Year	To develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with physical activity. To develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. To be able to quickly and independently take off and put back on their shoes and socks. To move energetically in different ways (e.g. running, jumping, dancing, hoping, skipping, climbing). To confidently and safely use a range of large apparatus indoors and outside, alone and in a group. To know and be able to talk about the different factors that support their overall health and wellbeing (e.g. regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian). Access to movement play /area and outdoor area. Access to bike track and climbing area. They will have chance to use dough and other materials in a range of provision areas and cut, mould, squeeze and shape materials. Have opportunities to make marks/strokes using a variety of tools such as lolly sticks and chalks and work on age appropriate marks necessary for pre-writing. Have opportunities to explore and move with their whole bodies indoors and outdoors. This includes an outdoor stage area for dancing/ movement and indoor movement play areas with opportunities for spinning, crossing the mid line and using tummy muscles. Have opportunities to explore movement on a large scale: run, walk, skip, hop and to use a range of small and large equipment.					
Early Learning Goals	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, paintbrushes and cutlery. Begin to show accuracy and care when drawing		
The Reception Year provides the foundation for many skills the children will build upon in Year one.	Hit Catch Run 1 <i>NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	Gymnastics 1 Attack, Defend, Shoot 1 <i>NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i> <i>NC: participate in team games, developing simple tactics for attacking and defending</i>	Dance <i>NC: Perform Dances using simple movement patterns.</i> Send and Return 1: <i>NC: participate in team games, developing simple tactics for attacking and defending</i>	Gymnastics 2 <i>NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	Run, Jump, Throw 1: <i>NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i> Send and Return 2: <i>NC: participate in team games, developing simple tactics for attacking and defending</i>	Run, Jump, Throw 2: <i>NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i> Attack, Defend, Shoot 2 <i>NC: participate in team games, developing simple tactics for attacking and defending</i>

Literacy Development

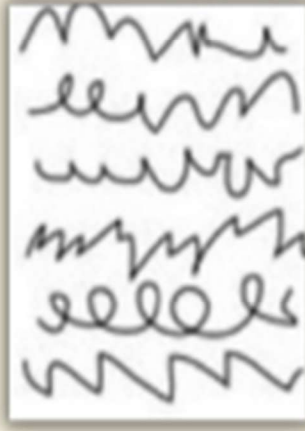
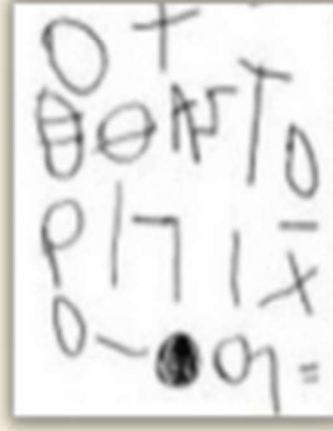
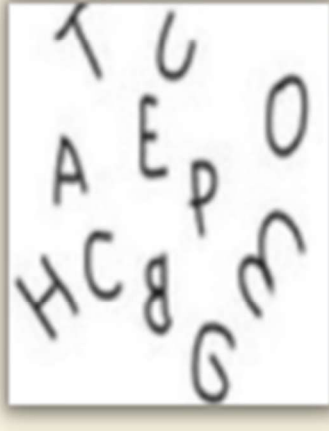
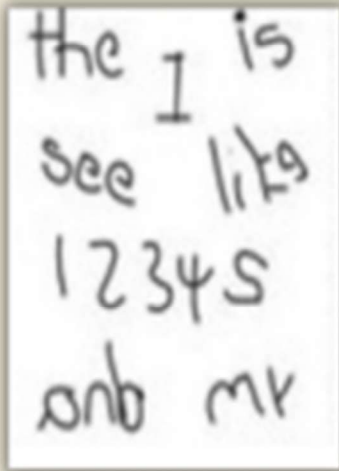
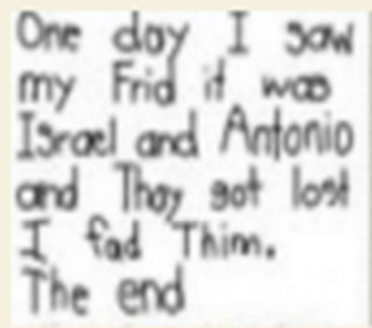
 STATUTORY EDUCATIONAL PROGRAMME: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

[illegible]

Spelling	Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory	Orally spell VC and CVC words by identifying the sounds. Write own name.	Segment to write VC and CVC words independently using graphemes learnt so far	Segment to write VC, CVC and CVCC words independently using known graphemes. Spell some irregular common (tricky/red) words independently.	Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Segment to spell words with set 1 and some set 2 sounds.	Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Spell irregular common (tricky/red) words independently.
Handwriting	Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles with some accuracy.	Form letters from their name correctly. Recognise that after a word there is a space.	Show a dominant hand. Write from left to right and top to bottom. Begin to form some recognisable letters.	Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Form most lower-case letters correctly, starting and finishing in the right place, going the right way around and correctly orientated. Include spaces between words	Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly
Talk 4 Writing Our ‘Talk for Writing’ teaching sessions support children to become confident and creative storytellers. Children learn language through memorable, meaningful repetition. The Talk for Writing approach enables children to internalise the language of story so that they can imitate it, innovate on it and create their own effective stories independently.						
T4W	Little Red Hen	How to catch a star	The Gingerbread man	Jack and the beanstalk	Chicken Licken	Shark in the park
Focus Texts & Authors	Colour Monster Our Class is a Family The Leaf Thief Elephants can’t fly Rachel Bright	The Best Diwali Ever The Jolly Christmas Postman A world of cookies for santa Oliver Jeffers	Penguin Small Kippers Snowy Day The blue balloon What happened to you? Mick Inkpen	Jims Beanstalk A seed in Need My must have mum Nadia Shiereen	What the ladybird heard Farmer Duck My magic family Tom Fletcher	Pirates love underpants Pirate Pete The singing Mermaid 10 little pirates Pink is for boys John Burngingham
Non-Fiction Non fiction books related to topics/ interests offer opportunities to broaden children’s experiences beyond the immediate and the local. These books are rich sources of vocabulary and knowledge. Enriching and widening children’s vocabulary will support later reading comprehension. Non-fiction books will be chosen to enrich our learning themes. The following non-fiction books will be read to reflect our 6 broad themes that recur throughout the year, including: Seasonal Change, The Natural World and Festivals/Celebrations.						
Non-Fiction	Seasons : Autumn	Diwali Bonfire Night	Chinese New Year Polar regions	Plants Growing Beans	Farm Animals and babies Life cycle	Sea pollution Transport
Poetry Basket Children enjoy learning a range of rhymes and songs throughout the year. The predictability of rhymes in songs help children to memorise and reuse newly acquired words and phrases. Children pick up the rhythm and, by speaking more slowly, gain awareness and control of their voices. Learning rhymes, poems and songs is an end in itself. However, learning poems including traditional nursery rhymes can also heighten children’s awareness of the individual sounds within words through alliteration, assonance and rhyme. See EAD for rhyme progression.						
Poetry	Leaves are Falling 5 Little Pumpkins	Who has seen the wind Shoes	Popcorn	A little Seed	I have a little frog	A little Shell
On - Going Through out the Reception Year	Enjoy joining in with rhyme, songs, and poems. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge. Develop listening and speaking skills in a range of contexts. Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting throughout the year. Enjoy joining in with rhyme, songs, and poems Daily questioning to develop comprehension skills. Handwriting - Continue to revisit/practice letter formation relating to name, phonics phases and other letters which children have been taught to form correctly. Continue to revisit all taught sounds daily and practice sound discrimination. To explore feelings and motivation that move characters in stories. To be able to answer to what, where, who, why and how questions. To confidently talk about the different parts of a book (front cover, blurb etc). Independently sequence main events of a story. To use story maps to retell stories, using their own words. To express a preference for a book, song, or rhyme, from a limited selection. Play experiences are influenced by their experience of books (small world, role play etc).					
Early Learning Goals	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.					
The Reception Year provides the foundation for many skills the children will build upon in Year one.	Comprehension Make simple inferences about the characters and about events. Predict what might happen next from repetitive phrases and/or from what has already been read. Discuss the significance of a title. Identify the events/points from the text. Explain what has just been read to them orally. Answer simple retrieval questions by finding the information in nonfiction and fiction texts.			Word Reading Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading.		
	Sentence level (Grammar and punctuation focus): Recap writing simple captions, leaving spaces between words. Write simple sentences, leaving spaces between words. Begin a simple sentence with a capital letter and end with a full stop. Introduce nouns. Identify nouns. Use a capital letter for the personal pronoun ‘I’.	Sentence level (Grammar and punctuation focus): Write simple sentences, leaving spaces between words. Begin a simple sentence with a capital letter and end with a full stop. Introduce adjectives. Identify adjectives. Include adjectives in simple sentences. Introduce names of people and places as ‘proper nouns’. Use a capital letter for names of people	Sentence level (Grammar and punctuation focus): Join words and clauses using ‘and’. Recognise and ask questions. Introduce question sentences. Punctuate question sentences with a capital letter and question mark. Introduce verbs. Identify verbs. Recap names of people and places as ‘proper nouns. Use a capital letter for names of places.	Sentence level (Grammar and punctuation focus): Use ‘and’ to extend ideas. Extend more able using ‘because’. Introduce imperative verbs. Introduce adverbs. Identify adverbs. Include adverb in simple sentences	s entence level (Grammar and punctuation focus): Joining words and clauses using ‘and’. Introduce question sentences. Punctuate question sentences with a capital letter and question mark. Use capital letters for days of the week.	Word level (including spelling): Plan to revise spelling Phase 5 words, including common exception words. Spell days of the week. Understand the prefix – un changes the meaning of verbs and adjectives. Write words using the prefix –un. [for example, untidy, unhelpful, unfair]
	Word level (including spelling): Alphabet – Distinguish between letter sounds and letter names. Plan to incorporate words containing GPCs currently being taught including common exception words	Word level (including spelling): Know that a suffix changes the meaning of the word. Spell regular plurals using the spelling rule for adding the suffix –s or – es.	Word level (including spelling): Know that a suffix changes the meaning of the word. Add –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	Word level (including spelling): Plan to revise spelling words, including common exception words. Spell days of the week.		

Typical
Writing
Progression



Pre-Writing			Letter Strings		
Pictures	Random Scribble	Scribble Writing	Symbols	Random Letters	Letter Strings
Picture tells a story to convey message 	Starting point at any point of paper 	Progression is from left to right 	Symbols that represent letters 	Letters have no relationship 	Letter strings move from L to R and move down the page 
Environmental Print	Letter Name Stage	Early Developmental Spelling	Syllables Represented	Inventive Spelling	Transitional Spelling
Awareness of print, copied from surroundings 	Beginning and ending letters are used to represent words 	Vowel sounds appear Evidence of tricky words 	A child hears beginning, middle and end sounds. 	Whole sentence writing develops, spaces in between words 	Multiple related sentences with many words spelled correctly, punctuation evident. 

Mathematical Development



STATUTORY EDUCATIONAL PROGRAMME: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

Mathematics	Autumn 1 ME	Autumn 2 SEASONS &CELEBRATIONS	Spring 1 WONDERFUL WORLD	Spring 2 COME OUTSIDE	Summer 1 ALL CREATURES GREAT & SMALL	Summer 2 ADVENTURES
Mastery Number	Subitising to 3 Cardinality, ordinality and counting Composition Comparison	Subitising to 5 Cardinality, ordinality and counting Composition Comparison	Subitising to 5 Cardinality, ordinality and counting Composition Comparison	Subitising to 10 Cardinality, ordinality and counting Composition Comparison	Subitising to 10 Cardinality, ordinality and counting Composition Comparison	Consolidation
	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison Pupils will: • 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 Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: • 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 Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: • 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 rekenrek					
Shape, Space and Measure WRM	Measure and patterns • Compare size • Compare mass • Compare capacity	Circles and Triangles • Identify and name circles and triangles • Compare circles and triangles	Mass and capacity • Compare mass • Find a balance • Explore capacity	Time • Talk about time • Order and sequence time Explore 3 D shape	Manipulate, compose & Decompose • Select shapes for a purpose • Rotate shapes • Manipulate shapes	Visualise build and map • Identify units of repeating pattern • Create own pattern rules • Explore own pattern rules

	• Explore simple patterns • Copy and continue simple patterns • Create simple patterns	• Recognise shapes in the environment • Describe position Shapes with 4 sides • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Know about night and day	• Compare capacity Length & height • Explore length • Compare length • Explore height • Compare height	• Recognise and name 3D shapes • Find 2D shapes within 3D shapes • Use 3 D shapes for tasks • 3 D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment	• Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2D shape pictures • Find 2D shapes within 3D shapes	• Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps and models • Create own maps from familiar places • Create own maps and plans from story situations Make connections • Deepen understanding • Patterns and relationships							
On - Going Through out the Reception Year	To join in with number songs and games. To read a range of number books. To become secure with the counting principles (one-to-one correspondence, cardinality, stable order principle, abstraction principle). To count as part of daily routines in various contexts. To understand the days of the week and the pattern of the day. To be able to solve larger jigsaws. To talk about maths in everyday life. Continue to revisit key skills – Counting, Subitising, Composition, Sorting, matching, comparing & ordering. To continue to develop mathematical language.												
Early Learning Goal	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 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, double facts and how quantities can be distributed equally									
The Reception Year provides the foundation for many skills the children will build upon in Year one.	Number and place value (within 20) • Use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line	Addition and subtraction (within 20) • Read and write numbers from 1 to 20 in numerals and words	Number and place value (within 100): • Begin to recognise the place value of each digit in a two-digit number (tens, ones)	Fractions: • Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Fractions: • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Multiplication and Division • Count in multiples of twos, fives and tens. • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations	Comparing & Estimating • Compare, describe and solve practical problems for: lengths and heights, mass/weight, time	Number Bonds • Represent and use number bonds and related subtraction facts within 20 (addition and subtraction) • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Shape • Recognise and name common 2-D and 3-D shapes,	Positional Language • Describe position, direction and movement, including half, quarter and three quarter turns	Money • Recognise and know the value of different denominations of coins and notes	Time • Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years	

Understanding the World



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

Understanding the World		Autumn 1 ME	Autumn 2 SEASONS &CELEBRATIONS	Spring 1 WONDERFUL WORLD	Spring 2 COME OUTSIDE	Summer 1 ALL CREATURES GREAT & SMALL	Summer 2 ADVENTURES
Past & Present		History					
	Chronology	To make comments and talk about images of familiar situations in the past, e.g. pictures and videos from times in nursery to remind them of rules, routines, and expectations. To begin to make sense of their own life story and family history. Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them. Black History Month To sing a range of nursery rhymes from the past. – pat- a -cake	Begin to use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. To use vocabulary such as yesterday, last week, at the weekend, this morning, last night. Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali To sing a range of nursery rhymes from the past. - Hickory Dickory Dock Text: Dogger	Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week) To answer how and why questions about experiences and in response to events/ stories. To have an awareness that objects now may look and work differently to in the past. To explore different representations of the past due to changes in technology and society (e.g. looking at paintings, black and white photos, digital pictures etc). To sing a range of nursery rhymes from the past. – Wind the bobbin up	Talk about and understand changes in their own lifetime, by creating a personal timeline. Know how they have changed from being a baby, use vocabulary describing change. Know some features of growth and change in humans. Investigating reflections – looking at themselves and comparing to when they were a baby Know that things happened before they were born. To be able to talk about pictures of familiar situations which are in the past. To sing a range of nursery rhymes from the past. – Jack and Jill Text: what did the tree see	Compare and contrast events from now and in the past. Order personal experiences, e.g., recount an educational visit or stories (class trip) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. To sing a range of nursery rhymes from the past. - Polly Put the Kettle On Text: King Charles/ The king pants	Order experiences in relation to themselves and others, including stories (use of class timeline/ weekly planner) To sing a range of nursery rhymes from the past. - Cobbler, Cobbler Mend my Shoe To know some similarities and differences between things in the past and now (e.g. Elves and Shoemaker and cobblers). To have an awareness that objects now may look and work differently to in the past (e.g. shoes). Text: Elves & The Shoe makers
	Enquiry	Know that you can find out information from different sources e.g. internet, books. Begin to ask simple questions when prompted.	To learn how different people in the community can keep us safe, e.g. fire fighters (school visit), To know that messages or letters can be sent in different ways. (letters/emails)	Use observational skills to explore the school grounds.	To know how different people in the community can help and take care of us – dentist.	Comment and talk about images of familiar situations in the past. Know about key roles people have and how they help us	To know how different people in the community can help us – Nurses, Doctors (keeping healthy – link to sports and wellbeing week)
	Kapow	Adventures through time – Family tree & Achievements To begin to understand the concept of generations To recognise special achievements.	Peak into the past: Toy box To identify toys from the past.	Peak into the past: Past and present & Spot the difference To sort photographs into past and present. To compare pictures from the past and present.	Peak into the past: Can you guess who? & My Life’s timeline To describe changes over time. To begin to recognise the order events happen.	Adventures through time: Wearing the crown & Pictures detectives To recognise that kings and queens are powerful people. To understand that the environment around us changes as time passes.	Adventures through time: Transport through time To compare modes of transport of the past with the present.
Geography							
The Natural world	Mapping	To recognise the shape of the United Kingdom on a world map. To know that they live in England, Leeds, Farsley. Talk about the features of their immediate environment with visual representations, e.g., classroom maps, seating maps, Know common signs and logos.	Know how to use technology in exploring mapping - a Bee Bot and begin to show spatial awareness. Use positional language i.e., under, besides, on top of etc. To use positional language when using beebots and obstacle courses. To recognise the shape of the United Kingdom on a world map and to begin to understand its position in relation to other places in the world.	To plan and draw a route on a simple map (e.g. local area, school etc). To understand the information on a simple map and to be able to talk about this. To create own map following local walk. To explore aerial photographs. Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Draw information from a simple map and identify landmarks.	Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps To use directional language when using Beebots (backwards, forwards, left, right).	To draw a map of a familiar space (e.g. the outdoor area, classroom, house). To be able to program a Bee Bots to plan a route on a grid Draw information from a simple map and identify landmarks of our local area walk	Create own maps using grid paper and symbols (x marks the spot treasure maps) Revisit: To recognise the shape of the United Kingdom on a world map and know its position in relation to other places in the world.
	Location knowledge	TO be able to talk about features of their environment eg local park To describe their immediate environment using knowledge from observation, discussion and stories. Recognise some similarities and difference between places, e.g. their home environment and where they might have been on holiday/ on a day trip. Name the school and area that they live in.	Local area walk to the church for the Christmas service. Whilst learning about Diwali, locate India on a world map, Globe or Atlas. Know some places that are special to members of their local community (looking closely at special places close to home and school) Local area walk to visit the post office Awareness of address and posting letter to their address.	To learn and talk about a contrasting environment (e.g. cold- Antarctica) To understand and talk about how and why environments differ to their own (e.g. focus on climate, animals, adaptation, plants, and physical features). Whilst learning about Chinese New Year, locate China on a world map, Globe or Atlas.	Use simple observational skills to explore the school grounds – Spring walk. Notice differences and make comparisons. identify important processes in the natural world around them including the seasons. Go on a bug hunt. And know what bugs can be found in our locality. Comment and ask questions about their immediate environment.	Local area walk to the library. Trip to farm, finding out where different species of birds and animal come from & how they are suited to their habitats. Comment and ask questions about their immediate environment. Use photos and pictures to locate places on a simple map	To learn about a contrasting environment (e.g. hot Africa). To understand and talk about how and why environments differ to their own (e.g. focus on climate, animals, adaptation, plants, and physical features). and identify important processes in the natural world around them including the seasons. Comment and ask questions about their immediate environment

	To take part in singing the weather song – noticing and talking about the weather and why it occurs (e.g. Rainbow – sun and rain, Ice etc). To take part in completing the daily weather chart, understanding that they live in United Kingdom, Leeds, Farsley. To be able to talk about the changes in the seasons and the effect they have on the world around them. To show curiosity about the world around them by asking questions. To be able to name some other places in the world. Science working scientifically skills - Asking questions, making predictions, setting up tests, observing/measuring, recording data, interpreting and communicating results, evaluating. To enjoy exploring the natural world around them making observations. To show curiosity about the world around them by asking questions. To be able to draw pictures of the things they have observed. To be highly involved in weekly outdoor learning lessons. To know how they can look after the natural environment and know how to take care all living things. To know how to look after and treat the animals within school. To be able to describe the different things they can see, hear and feel whilst exploring outside. To understand the effect of changing seasons on the natural world around them. To make observations around various states of matter, and use a range of vocabulary to describe these (e.g. melting, freezing, condensing etc). To use their imagination and curiosity to develop appreciation of, and wonder at, the natural world.					
Early Learning Goals	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, nonfiction 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					
The Reception Year provides the foundation for many skills the children will build upon in Year one.	History How am I making History? How have toys changed? How have explorers changed the world? Geography <table><tr><td>Autumn 2 What is it like here?</td><td>Spring 2 What is the weather like in the UK?</td><td>Summer 2 What is it like to live in Shanghai?</td></tr></table> Science Animals Including Humans All About Me Seasonal Changes Everyday Materials Exploring Everyday Materials Everyday Materials Building Plants Animals Including Humans All About Humans	Autumn 2 What is it like here?	Spring 2 What is the weather like in the UK?	Summer 2 What is it like to live in Shanghai?	RE C1.5 Why are festivals important in a community? (Pathway 5) Christianity, Hindu Dharma, Judaism, non-religious approaches. F1.12 How and why do we care for others? (Pathway3) Christianity, Sikhi, Buddhism, non-religious approaches to life C1.6 Which books and stories are important? (Pathway 6) Christianity, Islam, and Sikhi.	F1.15 What did Jesus teach and how did he live? (Pathways 3 and 6) Christianity C1.1 What does it mean to belong a community of belief? (Pathway 1) Christianity, Hindu Dharma, Islam,
Autumn 2 What is it like here?	Spring 2 What is the weather like in the UK?	Summer 2 What is it like to live in Shanghai?				

Expressive Arts and Design



STATUTORY EDUCATIONAL PROGRAMME: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Expressive Arts & Design		Autumn 1 ME	Autumn 2 SEASONS & CELEBRATIONS	Spring 1 WONDERFUL WORLD	Spring 2 COME OUTSIDE	Summer 1 ALL CREATURES GREAT & SMALL	Summer 2 ADVENTURES
Creating with materials		Art & DT					
	Sculpture/3D work Construction	Malleable - To revisit a range of malleable techniques when creating freely with playdough To begin to explore different ways of joining. Construction-To be able to select resources independently and constructs their own ideas.	Malleable- To use tools to add details to their creations (e.g. adding imprints, impressions, and patterns). Know how to use simple joins when using different materials to create 3D work, e.g., Sellotape, masking tape, stick glue Know how to use different materials for Junk modelling. Junk modelling will continue to be offered in continuous provision	Construction - To learn how to ‘design’ what they would like to create, using drawings. To construct for a specific purpose, accessing a range of areas in the classroom. To select tools and techniques needed to join and assemble materials for a specific reason Kapow DT Junk Modelling To know there are a range to different materials that can be used to make a model and that they are all slightly different. Making simple suggestions to fix their junk model.	Construction- To be able to talk about ‘forms and functions’ of the things they create. To begin to evaluate their creations. Kapow: Art Craft & Design Explore techniques for joining paper and card eg stick, clip, tie, tape. Apply craft skills eg. cutting, threading, folding to make their own artworks. Design something on paper ready to make in three dimensions.	Malleable - To use malleable materials to support imaginative play (e.g. making things to create a narrative about). Construction – To create things collaboratively, sharing ideas, resources, and skills. Making own props/ puppets to retell a story. Kapow: Art Sculpture & 3D Creations Explore the properties of clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Develop 3D models by adding colour	Construction- To be able to design, make and evaluate during independent play. be able to select tools and techniques needed to assemble and join materials they are using for a specific reason. Kapow DT Structures To know that ‘waterproof’ materials are those which do not absorb water .To know that some objects float and others sink. To know the different parts of a boat.
	Drawing/ Mark Making	To give meaning to their marks To explore the marks made by a variety of mark making tools such as felt tips, chalk, oil pastels and wax crayon To take part in guided drawing to create representations of themselves and people (family drawings / portraits) Kapow: Art Drawing Marvellous marks Investigate marks and patterns when drawing. Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. Combine materials when drawing	To continue to take part in guided drawing activities. To draw shapes and begin to add specific detail.	Explore drawing on different surfaces and on different types of paper. To continue to take part in guided drawing adding more detail.	To show care and accuracy in their drawing. To be able to draw from an observation.	To produce more detailed work and explain what they have included.	To be able to draw from observation and using their imagination. To draw freely adds specific detail, adding colour.
	Printing/ Painting/Colour	To explore how to mix colours to create new colours. To use various painting resources to create a chosen effect (e.g. using ready mix paint and painting trolley). To be able to paint a self-portrait.	Painting To explore using powder paints, learning how to mix them independently (self-serving) To see what is happened when white is added. Kapow Art Painting & Mixed Media – Paint my world Explore paint, using hands as a tool. Describe colours and textures as they paint. Make natural painting tools. Investigate natural materials eg paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings.	Print repeating patterns. Use stencils to create patterns. To mix and use colours for a purpose To be able to create a wash background and combining colour in the style of Joan Miro.	To explore creating shades and tints using primary colours. To be able to paint from observation (e.g. Spring flowers, sunflowers/daffodils etc). Using 3D shapes to print patterns using paint.	To explore different shades of colour and how to make different shades/ make colours for a purpose experience: explore working with paint on different surfaces and in different ways i.e., coloured, sized, and shaped paper. Explore using different brush types	To be able to confidently paint from observation and using their imagination, encompassing all Reception painting skills. to be able to create using own ideas and explain choices. Evaluate their own work and others, suggest how work can be improved.
	Textiles	To begin to explore weaving using in and out method.	To explore a range of textiles from other cultures (e.g. sari’s).	To learn how to weave paper using a traditional weaving technique	To begin to use a needle and thread Kapow: DT Book marks	To be able to weave using range of materials (natural and manmade materials)	To explore a range of textiles from other cultures (e.g. African dress).

				Knowledge: understand the purpose of different textiles/materials. e.g., winter clothing	To know that a design is a way of planning our idea before we start. To know that threading is putting one material through an object.		Sewing using a pre- running stitch with natural resources
	Collage	To revisit joining techniques from the previous year group (e.g. ripping, snipping, scrunching, folding, rolling).	To be able to make a ‘link’ to join (e.g. making paper chains) Kapow Art Painting & Mixed Media – Paint my world Explore colours, patterns and compositions when combining materials in collage.	To be able to layer paper to create an effect (e.g. jungle landscape, penguin. etc).	To be able to tie and knot	To be able to use a stapler to join materials.	To be able to join materials using string.
	Cutting	Use one handed tools and equip – make snips	Use scissors to cut a straight line	Use scissors to cut a curved line .	Use scissors to cut shapes Kapow: Art Craft & Design Explore differences when cutting a variety of materials. Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. Follow lines when cutting.	use scissors independently.	To cut with increasing accuracy Cut different materials To use craft scissors To use scissors for a particular purpose when combining different media and materials.
	Artist Study	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them. Each half terms children will learn about the named artist and create work in their style. Children will know - Artists use modelling materials like clay to recreate things from real life. Artists choose colours to draw or paint with. Artists draw many different things and use different tools to draw with. Sometimes artists are inspired by the seasons. Some art doesn’t last long- it is temporary. Sometimes artists cut and stick photos to make new images.					
		Hanoch Piven	Megan Coyle	Joan Miro	Vincent van Gogh	Nick Bibby	Zaha Sadid
Being Imaginative	Music Sing Up!	I’ve got a grumpy face (3 lessons) Focus: Timbre, beat, pitch contour. Objectives: • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions. Witch, Witch (3leesons) Focus: Call-and-response, pitch (la-so-mi-do), timbre. Objectives: • Make up a simple accompaniment using percussion instruments. • Use the voice to adopt different roles and characters. • Match the pitch of a four-note (la-so-mi-do) call-and-response song.	The sorcerers apprentice (3 lessons) Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. Objectives: • Explore storytelling elements in the music and create a class story inspired by the piece. • Identify and describe contrasts in tempo and dynamics. • Begin to use musical terms (louder/quieter, faster/slower, higher/lower). • Respond to music in a range of ways e.g. movement, talking, writing. Oh so quiet! (3 lessons) Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. Objectives: • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven’s 5th symphony. • Play different instruments with control. • Explore dynamics with voices and instruments. • Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.	Bird Spotting (3 lessons) Focus: Active listening, beat, pitch (so-mi), vocal play. Objectives: • Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop active listening skills by recognising the ‘cuckoo call’ in a piece of music (so-mi). • Enjoy moving freely and expressively to music Slap Clap Clap (3lessons) Focus: Music in 3-time, beat, composing and playing. Objectives: • Compose a three-beat body percussion pattern and perform it to a steady beat. • Sing a melody in waltz time and perform the actions. • Transfer actions to sounds played on percussion instruments. • Listen actively to music in 3/4 time. • Find the beat and perform a clapping game with a partner.	Up and Down (3 lessons) Focus: Pitch contour rising and falling, classical music. Objectives: • Make up new lyrics and accompanying actions. • Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. • Use appropriate hand actions to mark a changing pitch. 5 fine bumble bees (3 lessons) Focus: Timbre, tempo, structure (call-and-response), active listening. Objectives: • Improvise a vocal/physical soundscape about minibeasts. • Sing in call-and-response and change voices to make a buzzing sound. • Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. • Listen to a piece of classical music and respond through dance.	Shake my sillies out (3 lessons) Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat. Objectives: • Create a sound story using instruments to represent different animal sounds/ movements. • Sing an action song with changes in speed. • Play along with percussion instruments. • Perform the story as a class. • Listen to music and show the beat with actions. Bow bow Belinda! (3 lessons) Focus: Beat, active listening, instrumental accompaniment. Objectives: • Invent and perform actions for new verses. • Sing a song while performing a sequence of dance steps. • Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. • Listen to and talk about folk songs from North America.	Down There under the sea (3 lessons) Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Objectives: • Develop a song by composing new words and adding movements and props. • Sing a song using a call-and-response structure. • Play sea sound effects on percussion instruments. • With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). • Listen to a range of sea-related pieces of music and respond with movement. Row row row our boat (3lessons) Focus: Beat, pitch (step/leap), timbre. Objectives: • Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with ‘stepping’ and ‘leaping’ notes. • Play a steady beat on percussion instruments.

	Poetry & Songs	Songs: I've got a grumpy face, Witch Poetry: Leaves are Falling 5 Little Pumpkins	Songs: Pass the secret round; Bang my drum, Alice the camel Poetry: Who has seen the wind Shoes	Songs: Dabbling ducks, Slap clap clap Rocking Hey hey Poetry: Popcorn	Songs: Rain is falling down; Up and down; Hickory dickory dock; Five fine bumble bees. Poetry: A little Seed	Songs: Bow, bow, bow Belinda; Siren. Poetry: I have a little frog	Songs : Row, row, row your boat; The transport song. Down there under the sea; Well done, everyone!; Doggie, doggie, where's your bone? Poetry: A little Shell
	Being Imaginative	To use a narrative within roleplay that is extended and supported by others. To use props and materials when role playing characters in narratives and stories. To respond to others in role. To retell a familiar story using small world or role play with support. To use actions to represent ideas and concepts To begin to create and become immersed in an imaginary concept using real-life and imagined experiences and places.		To invent, adapt and recount narratives and stories with peers and their teacher. To make up their own version of a familiar story or change parts of it. To independently retell a familiar story using small world, puppets, toys, masks. To begin to create and become immersed in an imaginary concept using real-life and imagined experiences and places. To extend more complex narratives building on contributions of peers.		To pretend to be someone else (e.g. hot seating activities). To imagine what a character would think, say, feel or do. To collaboratively develop more complex storylines in pretend play. To use the small world resources to tell original stories. To begin to create and become immersed in an imaginary concept using real-life and imagined experiences and places. To create representations of both imaginary and real-life ideas, events, people and objects.	
On - Going Through out the Reception Year		Art & DT To construct with a purpose in mind, accessing a range of areas in the classroom. To safely explore a range of different materials. To be able to use a several techniques/ resources to join and assemble materials (e.g. cellotape dispenser, glue spreader, paper joining techniques, stapler, sting, hole punch etc). To be able to use a range of effects to express their ideas and feelings. To be able to talk about the textures of different things, and to use appropriate descriptive vocabulary. To share their creations, talking about processes they have used. Children will explore a range of different printing resources throughout the year as part of their continuous painting provision. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. Music To confidently sing a range of well-known nursery rhymes and songs. Enjoys performing songs, dances, rhymes, poems, and stories with others (or solo). Enjoys watching performances and can talk about the things they have experienced. To begin to move in time to music. Enjoys making music and have experience of playing a range of musical instruments. To listen attentively to music and talk about how the music makes them feel. To begin to create their own songs. Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place Being Imaginative Children will have the opportunity to enter imaginary worlds whereby they can consolidate their understanding of knowledge and skills through meaningful experiences, or to try out new ideas in a safe and familiar environment. Take part in simple, pretend play often based on familiar experiences, e.g., making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or role-play All Areas Continue to explore, use, and refine a variety of artistic effects to express their ideas and feelings. Continue to explore and engage in music making and dance, performing solo or in groups. The children will have daily, continuous access to a wide range of open ended resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition, specific skills and/or experiences.					
Early Learning Goals		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.					
The Reception Year provides the foundation for many skills the children will build upon in Year one. Year 1 follow Kapow for Art/ DT/ Sing up for Music		Art Drawing: Make your mark Sculpture and 3D: Paper play Painting and mixed media: Colour splash Craft: Woven wonders (Lesson 1, 2 and/or 3)	DT Autumn 2 Textiles: Puppets Spring 2 Structures: Constructing a windmill Summer 2 Cooking and nutrition: Smoothies Mechanisms: Making a moving story Book (Lesson 1)	Music-Charanga Hey You! Rhythm in the way we walk and Banana rap In the grove Round and round Your imagination Reflect, rewind and replay			

