

Reception 2025-2026	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Key events/celebra- tions	Harvest	October – Black History Month Diwali – 20 <sup>th</sup> Oct Bonfire night – 5 <sup>th</sup> Nov Remembrance Day – 11 <sup>th</sup> Nov Hanukkah 14 <sup>th</sup> – 22 <sup>nd</sup> Dec Christmas – 25 <sup>th</sup> Dec	Chinese New Year/Lunar New Year – 17 <sup>th</sup> Feb Shrove Tuesday – 17 <sup>th</sup> Feb Ash Wednesday – 18 <sup>th</sup> Feb	World Book Day: 5 <sup>th</sup> March International Women’s Day: 8 <sup>th</sup> March Mother’s Day: 15 <sup>th</sup> St. Patrick’s Day: 17 <sup>th</sup> March Easter Sunday: 5 <sup>th</sup> April	Earth Day: 22 <sup>nd</sup> April St. George’s Day: 23 <sup>rd</sup> April	Father’s Day: 21 <sup>st</sup> June
Topic	About me	Sparkle and Shine	Big Wide World	Creep, Crawl and Wiggle	Ahoy There!	Once Upon a Time
Drivers: Diversity The World Possibilities	<b>Diversity</b> – This project teaches children that each family is diverse. Through discussing our families, sharing likes and dislikes, we will discover what makes us similar, different and unique.	<b>The World</b> – Being part of a community. Sharing their environment with others. Exploring parts of the local community.  <b>Diversity</b> – How people in their community may be the same or different.	<b>The World/Possibilities</b> – People who help us. The global community to which they belong.	<b>The World/Possibilities</b> – Changes in the natural world. How to look after plants and animals. Explore living and non-living things and lifecycles.	<b>The World</b> – Weather and seasons, holidays and leisure, staying safe in the sun.  <b>Diversity</b> – How living things, communities and climates differ around the world.	<b>Possibilities</b> – Looking at how they have grown and changed over the last year and supporting the changes going into year 1.
Core Skills: Collaboration Investigation Motivation Knowledge Resilience Initiative	<b>Collaboration/Investigation/Motivation</b> This project provides opportunities for children to share personal experiences, listen to others and build friendships through group discussions and activities that celebrate similarities and differences. In addition to this it encourages curiosity through questioning as they compare their lives with their peers, whilst developing motivation through pride in their individuality.	<b>Collaboration/Knowledge/Resilience</b> - This project teaches children about the environments that they share with others, including their homes, school and places in the local community.	<b>Collaboration/Resilience/Initiative</b> – This project teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.	<b>Investigation/Knowledge</b> - This seasonal project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment.	<b>Investigation/Knowledge</b> – This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the Sun.	<b>Collaboration/Resilience/Initiative/Motivation</b> – This project celebrates the children’s successes throughout their Reception year. It explores how they have grown and changed and supports them with the changes to come as they move into Year 1. It also supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales.
FBV	<ul style="list-style-type: none"> <li>Our school community – The roles of different adults in the school</li> <li>Rules of law – Classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>Family visitors talking about their heritage</li> <li>Discussions around children in other countries and how they are the same and different to us</li> <li>Buildings around the world – including places of worship</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the UK on a globe</li> <li>A walk around our local community</li> <li>Looking at pictures of where we live from the past and the present</li> <li>People who help us – Emergency services</li> </ul>	<ul style="list-style-type: none"> <li>Exploring and comparing mini-beasts</li> <li>A walk around our local area</li> <li>Outdoor learning and exploring</li> <li>Growing our own plants</li> </ul>	<ul style="list-style-type: none"> <li>Class trip</li> <li>Exploring Africa</li> <li>Discussions around children in Africa and how they are the same and different to us</li> </ul>	<ul style="list-style-type: none"> <li>Voting on what their favourite part of the school year was</li> </ul>
Core texts	<ul style="list-style-type: none"> <li>My magic family by Lotte Jeffs and Sharon Davey</li> <li>All about families – Usbourne</li> <li>Our class is a family – Shannon Oslen</li> </ul>	<ul style="list-style-type: none"> <li>The Best Diwali Ever by Sonali Shah</li> <li>The Jolly Christmas Postman by Allan and Janet Ahlberg</li> </ul>	<ul style="list-style-type: none"> <li>All are welcome by Suzanne Kaufman</li> <li>All through the night by Polly Faber and Harriet Hobday</li> </ul>	<ul style="list-style-type: none"> <li>Superworm by Julia Donaldson</li> <li>Supertato by Sue Hendra and Paul Linnet</li> </ul>	<ul style="list-style-type: none"> <li>Pirates Love Underpants by Claire Freedman</li> <li>The Night Pirates by Peter Harris</li> </ul>	<ul style="list-style-type: none"> <li>The three little pigs</li> <li>The true story of the three little pigs by Jon Scieszka</li> <li>Little red riding hood</li> </ul>

	<ul style="list-style-type: none"><li>• In every house on every street by Jess Hitchman</li><li>• The kindest red by Ibtihaj Muhammad and S.K.</li></ul>	<ul style="list-style-type: none"><li>• Hanukkah Bear by Eric A. Kimmel and Mike Wohnoutka</li></ul>	<ul style="list-style-type: none"><li>• Fatou, fetch the water by Neil Griffiths</li><li>• Don't spill the milk by Christopher Corr</li></ul>	<ul style="list-style-type: none"><li>• The very hungry caterpillar by Eric Carl</li><li>• Jack and the beanstalk</li><li>• Non-fiction books about insects and bugs</li></ul>	<ul style="list-style-type: none"><li>• The Pirate Cruncher by Jonny Duddle</li><li>• Our story starts in Africa by Patrice Lawrence</li><li>• Non-fiction books about Africa</li></ul>	<ul style="list-style-type: none"><li>• Little Red by Bethan Woolvin</li><li>• The Journey by Aaron Becker</li></ul>
English genres	<ul style="list-style-type: none"><li>• Narrative</li><li>• Poetry</li><li>• Information Text</li></ul>	<ul style="list-style-type: none"><li>• Narrative</li><li>• Poetry</li><li>• Information Text</li></ul>	<ul style="list-style-type: none"><li>• Narrative</li><li>• Poetry</li><li>• Information Text</li></ul>	<ul style="list-style-type: none"><li>• Narrative</li><li>• Poetry</li><li>• Information Text</li></ul>	<ul style="list-style-type: none"><li>• Narrative</li><li>• Poetry</li><li>• Information Text</li></ul>	<ul style="list-style-type: none"><li>• Narrative</li><li>• Poetry</li><li>• Information Text</li></ul>
English	Phonics – Little Wandle <ul style="list-style-type: none"><li>• Phase 2</li></ul>		Phonics - Little Wandle <ul style="list-style-type: none"><li>• Phase 2</li><li>• Phase 3</li></ul>		Phonics - Little Wandle <ul style="list-style-type: none"><li>• Phase 3</li><li>• Phase 4</li></ul>	
	English <ul style="list-style-type: none"><li>• Spell words by identifying the sounds and then writing the sounds with letters.</li><li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li><li>• Talk about stories and make connections with events in their own lives or other familiar stories.</li><li>• Talk about stories that have been read to them and retell them through role-play and small world play.</li><li>• Suggest what might happen at different points in the story.</li><li>• Talk about characters, events and settings in stories that have listened to, using props and materials for role play.</li><li>• Recognise and say sounds represented by graphemes.</li><li>• Begin to link the letters of the alphabet with the corresponding phoneme.</li></ul>		English <ul style="list-style-type: none"><li>• Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</li><li>• Use phonic knowledge to blend sounds into words.</li><li>• Use talk to support the writing process.</li><li>• Use phonic knowledge to spell words.</li><li>• Use writing to communicate thoughts, ideas, experiences and events.</li><li>• Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.</li><li>• Identify and suggest rhymes and join in with rhyming games.</li><li>• Talk about their writing with the teacher.</li><li>• Use writing to support their play.</li></ul>		English <ul style="list-style-type: none"><li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li><li>• Share their writing with others, reading it aloud where appropriate.</li><li>• Spell words by identifying the sounds and then writing the sounds with letters.</li><li>• Put words in order to make a simple phrase or sentence.</li><li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li><li>• Talk about pictures in story books and use them to discuss how characters might be feelings.</li></ul>	
	ELG					
	ELG – Comprehension <ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate (where appropriate) key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li></ul>					
	ELG – Word Reading <ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>• Read words consistent with their phonic knowledge by sound-blending.</li><li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul>					
Maths	ELG – Writing <ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple sentences that can be read by others.</li></ul>					
	ELG					
	ELG – Number <ul style="list-style-type: none"><li>• Have a deep understanding of number to 10, including the composition of each number</li><li>• Subitise (recognise quantities without counting) up to 5</li><li>• 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</li></ul>					

	ELG – Numerical Patterns <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>		
Personal, Social and Emotional Development	PSHE <ul style="list-style-type: none"> <li>Build constructive and respectful relationships and talk about the special people in their lives and why they are important</li> <li>Select vocabulary and pictures to express their feelings and consider the feelings of others</li> <li>Talk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challenge</li> <li>Look after basic hygiene and personal needs and talks about the importance of good oral health</li> <li>Talk about what constitutes a healthy lifestyle</li> </ul>	PSHE <ul style="list-style-type: none"> <li>Identify and moderate their feelings socially and emotionally and ask for help when they need it</li> <li>Play cooperatively with others and take turns</li> <li>See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests</li> <li>Understand that some household products, including medicines, are not to be played with, as they can be harmful when not used properly</li> </ul>	PSHE <ul style="list-style-type: none"> <li>See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests</li> <li>Name and describe the trusted adults in their lives</li> <li>Select vocabulary and pictures to express their feelings and consider the feelings of others</li> <li>Talk about why it is important to stay safe in the sun</li> </ul>
	ELG		
	ELG – Building Relationships <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> <li>Form positive attachments to adults and friendships with peers</li> <li>Show sensitivity to their own and to others' needs</li> </ul> ELG – Managing Self <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul> ELG – Self-Regulation <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>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</li> </ul>		
Communication and Language	Computing <ul style="list-style-type: none"> <li>Input simple instructions to technological toys, including floor robots and onscreen sprites</li> <li>Asks an adult when they want to use the internet</li> <li>Tells an adult when something worrying or unexpected happens whilst they are using the Internet.</li> <li>Is kind to their friends.</li> <li>Talks about the amount of time they spend using a computer / tablet / game device.</li> <li>Is careful with technology devices</li> </ul>	Computing <ul style="list-style-type: none"> <li>Use age-appropriate software to create images and record sounds and videos</li> </ul>	Computing <ul style="list-style-type: none"> <li>Navigate to find digital content, in digital folders and online, with supervision</li> </ul>
	ELG		
	ELG - Listening and Attention <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read and during whole class discussions and small group interactions</li> <li>Make comments about what they have heard and asks questions to clarify their understanding</li> <li>Hold conversations when engaged in back-and-forth exchanges with their teachers and peers</li> </ul> ELG – Speaking <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> </ul>		

	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>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</li> </ul>		
Physical Development	<p><b>Introduction to PE – Multiskills, Fundamentals &amp; Locomotion</b></p> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>Move confidently in a range of ways and safely negotiate space, obstacles and terrain</li> <li>Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping</li> </ul> <p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>Cut, tear, fold and stick a range of papers and fabrics</li> <li>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools</li> </ul>	<p><b>PE – Object Control, Striking &amp; Fielding, Invasion Games, Gymnastics</b></p> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength</li> <li>Adjust speed when running, and jumping off objects and land successfully</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul> <p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>Select appropriate tools and media to draw with</li> <li>Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly</li> </ul>	<p><b>PE – Dance, Net &amp; Wall, Athletics</b></p> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control</li> </ul> <p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools</li> <li>Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly</li> </ul>
	ELG		
	<p><b>ELG – Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Demonstrate strength, balance and coordination when playing</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul> <p><b>ELG – Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>Begin to show accuracy and care when drawing</li> </ul>		
Understanding The World	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Name and sort everyday items into groups of the same materials</li> <li>With support, observe, record and talk about materials and living things</li> <li>Notice and begin to describe patterns of weather in summer and winter</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>With support, use simple equipment such as timers, rulers and containers, to measure length, height, capacity and time</li> <li>Identify common features for different groups of animals , including wild and domestic animals</li> <li>Name and talk about man-made features in the local environment, including shops, houses, streets and parks</li> <li>Describe how they can look after their environment</li> <li>Observe and describe living things and their habitats within the local environment</li> <li>Name and describe basic features of plants and trees</li> <li>Describe some ways that plants or animals should be cared for in order for them to survive</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Begin to name and group plants and trees according to their observable features</li> <li>Notice and begin to describe patterns of weather in summer and winter</li> <li>Make a shadow bigger or smaller using toys, play equipment and a light source</li> </ul>
	<p><b>History</b></p> <ul style="list-style-type: none"> <li>Recognise and discuss how they have changed from when they were babies</li> <li>Share stories and talk about significant people who lived in the past</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>Describe how the local environment has changed over time using photographs and first-hand experiences</li> <li>Talk about different occupations that familiar adults and members of their community have</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>Talk about past and present events in their own lives and those who are important to them</li> <li>Put familiar events in chronological order, using pictures and discussion</li> </ul>

	<ul style="list-style-type: none"> <li>Show an awareness of the similarities and differences between people in different communities and groups from around the world</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and begin to talk about how their lives have changed as they have grown</li> </ul>
	<b>Geography</b> <ul style="list-style-type: none"> <li>Make and use simple maps in their play to represent places and journeys, real and imagined</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Describe how the weather, plants and animals of one place is different to another using simple geographical terms</li> <li>Begin to notice and talk about the different places around the world, including oceans and seas</li> <li>Explore the natural world around them and give simple descriptions following observation of changes</li> <li>Take photographs, draw simple picture maps and collect simple data during fieldwork activities</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources</li> <li>Make and use simple maps in their play to represent places and journeys, real and imagined</li> </ul>
	<b>RE – (Theology) Why do Christians perform Nativity plays at Christmas?</b> <ul style="list-style-type: none"> <li>Reflect willingly on their experiences</li> <li>Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</li> <li>Sense enjoyment and fascination when learning about themselves, others and the world around them</li> <li>Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues</li> </ul>	<b>RE – (Theology) Why do Christians put a cross in an Easter garden?</b> <ul style="list-style-type: none"> <li>Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</li> <li>Sense enjoyment and fascination when learning about themselves, others and the world around them</li> <li>Explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities</li> <li>Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</li> </ul>	<b>RE – (Philosophy) Should Noah trust in God? (Human/Social Sciences) How do people celebrate?</b> <ul style="list-style-type: none"> <li>Reflect willingly on their experiences</li> <li>Sense enjoyment and fascination when learning about themselves, others and the world around them</li> <li>Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others</li> <li>Use a range of social skills in different contexts</li> </ul>
	<b>ELG</b>		
	<b>ELG – People, Culture and Communities</b> <ul style="list-style-type: none"> <li>Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>Know some similarities and difference between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</li> </ul> <b>ELG - The Natural World</b> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>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</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul> <b>ELG – Past and Present</b> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and story-telling</li> </ul>		
Expressive Arts and Design	<b>Music - Charanga</b> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> <li>Learning to sing or sing along with nursery rhymes and action songs</li> <li>Improvising leading to playing classroom instruments</li> <li>Share and perform the learning that has taken place</li> </ul>	<b>Music - Charanga</b> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> <li>Learning to sing or sing along with nursery rhymes and action songs</li> <li>Improvising leading to playing classroom instruments</li> <li>Singing and learning to play instruments within a song</li> <li>Share and perform the learning that has taken place</li> </ul>	<b>Music - Charanga</b> <ul style="list-style-type: none"> <li>Listening and appraising Funk music</li> <li>Embedding foundations of the interrelated dimensions of music using voices and instruments</li> <li>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</li> <li>Playing instruments within the song</li> <li>Improvisation using voices and instruments</li> <li>Riff-based composition</li> </ul>

		<ul style="list-style-type: none"> <li>Learn to sing nursery rhymes and action songs.</li> </ul>	<ul style="list-style-type: none"> <li>Share and perform the learning that has taken place</li> </ul>
	Art/DT <ul style="list-style-type: none"> <li>Use primary and other coloured paint and a range of methods of application</li> <li>Name and explore a range of everyday products and begin to talk about how they are used</li> <li>Explore, build and play with a range of resources and construction kits with wheels and axles</li> <li>Construct simple structures and models using a range of materials</li> <li>Make simple prints using a variety of tools, including print blocks and rollers</li> <li>Represent different parts of the human body from observation, imagination or memory with attention to some detail</li> </ul>	Art/DT <ul style="list-style-type: none"> <li>Share their creations with others, explaining their intentions and the techniques and tools they used</li> <li>Observe how activities are going and adapt their ideas if necessary</li> <li>Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type</li> <li>Create art in different ways on a theme, to express their ideas and feelings</li> </ul>	Art/DT <ul style="list-style-type: none"> <li>Explore significant products</li> <li>Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.</li> <li>Use natural materials and loose parts to make 2-D and 3-D art</li> <li>Draw or paint a place from observation or imagination</li> </ul>
	ELG		
	ELG – Creating with Materials <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>Share their creations, explaining the process they have used</li> <li>Make use of props and materials when role playing characters in narratives and stories</li> </ul> ELG – Being Imaginative and Expressive <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>Sing a range of well-known nursery rhymes and songs</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul>		