

## Ham Dingle Reception - Curriculum Overview – Long Term Plan

Throughout all learning, the Reception Team will ensure activities and interactions which support the Characteristics of Learning:			Playing and exploring – engagement: Finding out and exploring; Playing with what they know; Being willing to ‘have a go’ Active learning – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do Creating and thinking critically – thinking; Having their own ideas; Making links; Choosing ways to do things				
Subject Area	Autumn		Spring		Summer		Schemes Used
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Topics	Celebrations		People Who Help Us	Transport	All Creatures Great and Small		
Personal, Social and Emotional Development (PSED)	<b>Self-Regulation</b> Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	<b>Self-Regulation</b> Identify and moderate their own feelings socially and emotionally	<b>Self-Regulation</b> Talk with others to solve conflicts.	<b>Self-Regulation</b> Show resilience and perseverance in the face of challenge.	<b>Self-Regulation</b> 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.		Jigsaw
	<b>Managing Self</b> Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day.	<b>Managing Self</b> Increasingly follow rules without adult reminders and understand why they are important. Able to dress/undress independently	<b>Managing Self</b> See themselves as a valuable individual who can manage their own needs. Select and use activities and resources to achieve a goal (with help when needed).	<b>Managing Self</b> Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.	<b>Managing Self</b> 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		
	<b>Building Relationships</b> Play with one or more other children, extending and elaborating play ideas.	<b>Building Relationships</b> Begin to understand how others may feel. Express their feelings and consider the feelings of others.	<b>Building Relationships</b> Help to find solutions to conflicts and rivalries.	<b>Building Relationships</b> Build constructive and respectful relationships.	<b>Building Relationships</b> 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.		

Physical Development (PD)	<p><b>Fine</b></p> <p>Show a preference for a dominant hand. Use one-handed tools and equipment, ie, making snips in paper with scissors.</p>	<p><b>Fine</b></p> <p>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 spoons.</p>	<p><b>Fine</b></p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p><b>Fine</b></p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><b>Fine</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	KINETIC LETTERS PE PRO
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	<p><b>Gross</b></p> <p>Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene</p>	<p><b>Gross</b></p> <p>Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing</p>	<p><b>Gross</b></p> <p>Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; tooth brushing; sensible amounts of screen time; good sleep routine; being safe pedestrian.</p>	<p><b>Gross</b></p> <p>Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p><b>Gross</b></p> <p>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.</p>	
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Communication and Language (CL)	<p><b>Listening, Attention and Understanding</b></p> <p>Understand how to listen carefully and why listening is important.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about stories to build familiarity and understanding.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>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</p>	
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	<p><b>Speaking</b></p> <p>Engage in story times. Articulate their ideas and thoughts in wellformed sentences. Engage in non-fiction books.</p> <p>Use new vocabulary through the day.</p>	<p><b>Speaking</b></p> <p>Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Ask questions to find out more and to check they understand what has been said to them. Learn new vocabulary. Use new vocabulary through the day.</p>	<p><b>Speaking</b></p> <p>Describe events in some detail. Connect one idea to another using a range of connectives. Articulate ideas and thoughts in well-formed sentences.</p>	<p><b>Speaking</b></p> <p>Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p><b>Speaking</b></p> <p>Participate in small group, class and one-to one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>		
Literacy	<p><b>Texts:</b></p> <p>3 Little Pigs Goldilocks Jack and the Beanstalk</p>	<p><b>Texts:</b></p> <p>Percy the Park Keeper – Treasure Chest The rescue party The cross rabbit</p>	<p><b>Texts:</b></p> <p>Oliver Jeffers Here we are The day the crayons quit</p>	<p><b>Texts:</b></p> <p>Jez Gray Oi Frog Oi Dog Oi Cat</p>	<p><b>Texts:</b></p> <p>Dear Zoo Tiger who came to tea Greedy Zebra</p>	<p><b>Texts:</b></p> <p>Mad about Minibeasts What the Ladybird heard Superworm</p>	

	<p>Goldilocks and the 3 bears Little Red Hen</p>	<p>One stormy night We're going on a bear hunt</p>	<p>Lost and Found How to catch a star</p>	<p>Oi Duck Billed Platypus Quack Quack Quentin</p>	<p>Giraffes can't dance Handa's Surprise The snail and the whale</p>	<p>Crunchy, munchy caterpillar The very hungry Caterpillar Norman the slug</p>	
	<p><b>Word reading</b></p> <p>Phonics RWi</p> <p>Understand the five key concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing.</p>	<p><b>Word reading</b></p> <p>Phonics RWi</p> <p>Develop phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with same initial sound, such as money and mother. Read individual letters by saying sounds for them.</p>	<p><b>Word reading</b></p> <p>Phonics RWi</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p><b>Word reading</b></p> <p>Phonics RWi</p> <p>Read a few common exception words matched to school scheme. Read some letter groups that represent one sound. Re-read books to build up confidence in word reading and fluency and their understanding</p>	<p><b>Word reading</b></p> <p>Phonics RWi</p> <p>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.</p>		

	<p><b>Comprehension</b> Ask questions about the book. Make comments and share their own ideas. Develop play around favourite books using props.</p>	<p><b>Comprehension</b> Engage in extended conversations about stories, learning new vocabulary.</p>	<p><b>Comprehension</b> Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p>	<p><b>Comprehension</b> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p><b>Comprehension</b> 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.</p>		
	<p><b>Writing</b> Write some or all of their name. Write some letters accurately.</p>	<p><b>Writing</b> Use some of their print and letter knowledge in their early writing.</p>	<p><b>Writing</b> Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case and capital letters correctly.</p>	<p><b>Writing</b> Write short sentences with words with known sound-letter correspondences. Reread what they have written to check that it makes sense.</p>	<p><b>Writing</b> 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.</p>		
Mathematics	<p><b>Match and Sort:</b> -Find and match objects that are the same. -Sort objects according to colour, size or shape.</p> <p><b>Compare Amounts:</b></p>	<p><b>Compare 123:</b> -Make comparisons between groups of 1,2 and objects.</p> <p><b>Circles and Triangles:</b></p>	<p><b>Composition of 4 and 5:</b> -Explore and notice the different compositions of 4 and 5.</p> <p><b>Introducing Zero:</b></p>	<p><b>Compare length, weight, and capacity:</b> -Make direct comparisons of height and length using correct mathematical vocabulary.</p>	<p><b>Building numbers beyond 20:</b> -Build and identify numbers to 20 and beyond</p>	<p><b>Automatically recall number bonds for numbers 0–10:</b> -Use visual models to identify how many more to make numbers 0-10.</p>	WHITE ROSE

	<p>-Use the vocabulary fewer, the same and more to compare groups of objects.</p> <p><b>Compare Size, Mass and Capacity:</b> -Compare and order objects according to their size. -Use mathematical language to describe size.</p> <p><b>Explore Pattern:</b> -Copy, continue and create simple AB repeating patterns.</p> <p><b>Recognising 123 by counting or subitising</b> -Identify representations of 1, 2 and 3. -Match number names we say to numerals and quantities. -Count up to 3 objects in different arrangements by touching. -Use their own mark making to represent 1, 2 and 3.</p> <p><b>Composition of 1,2 &amp; 3:</b> -Explore and notice the different compositions of 2 and 3.</p>	<p>-Recognise shapes in everyday objects and the environment. - Describe some properties of rectangles and squares</p> <p><b>Spatial Awareness:</b> - Hear and begin to use positional language - Begin to represent real places in their maps, models and drawings</p> <p><b>Recognise a set of 4 objects by counting or subitising:</b> -Identify representations of 4. - Count up to 4 objects in different arrangements by touching -Use their own mark making to represent 4</p>	<p>-Know that the word 'zero' and the numeral 0 represent 'nothing there' or 'all gone'.</p> <p><b>Compare numbers to 5:</b> -Make comparisons between groups of 0-5 objects.</p> <p><b>Compare length, weight, and capacity:</b> - Compare mass and capacity using appropriate mathematical vocabulary.</p> <p><b>Recognise 6, 7 and 8 by counting or subitising:</b> -Identify representations of 6, 7 and 8. -Explore the composition of 6, 7 and 8.</p> <p><b>Making Pairs:</b> -Understand that a pair is 2 and notice when some quantities have an odd one out.</p> <p><b>Combining 2 groups:</b> - Combine 2 groups to find out how many there are altogether.</p>	<p><b>Time:</b> -Use the vocabulary yesterday, today and tomorrow.</p> <p><b>Recognise and represent 9 and 10:</b> -Identify representations of 9 and 10. -Begin to explore the composition of 9 and 10.</p> <p><b>Compare numbers to 10:</b> -Make comparisons between groups of 010 objects.</p> <p><b>Number Bonds to 10:</b> -Explore number bonds to 10 using real objects.</p> <p><b>Shape and Spatial Reasoning:</b> -Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p><b>Continue, copy and create repeating patterns.</b> -Copy and continue repeating patterns with varying rules (including AB, ABB and ABBC).</p>	<p>-Recognise that numbers 1-9 repeat after every full 10</p> <p><b>Counting patterns beyond 10:</b> -Say what comes before or after numbers -Place sequences of numbers in order</p> <p><b>Spatial reasoning:</b> -Use positional language to describe where shapes are in relation to one another -Explore how shapes can be combined and separated to make new shapes</p> <p><b>Adding more:</b> -Recount all the objects to see how many there are altogether. -Add more by counting on small numbers (1,2 or 3)</p> <p><b>Take away:</b> -Find the quantity in a group when items have been taken away -Represent number stories using 10's frames, number tracks and their fingers</p>	<p><b>Doubling:</b> -Begin to recall doubling facts.</p> <p><b>Sharing and grouping:</b> - Recognise and make equal groups.</p> <p><b>Odds and evens:</b> - Recognise that some groups can be split into pairs and some have 1 left over.</p> <p><b>Spatial Reasoning:</b> - Visualise simple models from verbal instructions - Replicate simple constructions, models and places in stories.</p> <p><b>Continue, copy and create repeating patterns.</b> -Continue and create repeating patterns with varying rules.</p> <p><b>Deepening Understanding:</b> -Solve real mathematical problems in their play.</p>	
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<p>Understanding the World</p>	<p><b>Geography: Where do I live? Where have I been?</b>  <b>Letter from Paddington</b>          Explore the natural world around them.          Describe what they see, hear and feel whilst outside.</p> <p><b>History: How have I changed?</b>          Name and describe people who are familiar to them.          Talk about members of their immediate family and community.          Continue developing positive attitudes about the differences between people.</p> <p><b>Science: Seasonal changes – How do I know the season has changed?</b>          Understand the effect of changing seasons on the natural world around them.          Describe what they see, hear and feel whilst outside.          Explore the natural world around them.</p>	<p><b>Geography: Special places in the community.</b>          Recognise some similarities and differences between life in this country and life in other countries.          Recognise some environments that are different from the one in which they live.          Understand that some places are special to members of their community.</p> <p><b>History: Why do we remember special events?</b>          Compare and contrast characters from stories, including figures from the past.          Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>Science: Materials – Which material is best?</b>          Describe what they see, hear and feel whilst outside.          Explore the natural world around them.</p>	<p><b>Geography: How are places the same and different?</b>          Talk about my environment at school and home expressing an opinion about it.          Talk about places I have visited and say how that place was similar or different to my usual environment.          Talk about natural and built environments and listen to different points of view on the quality of an environment.</p> <p><b>History: People from the past</b>          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;          Talk about the lives of the people around them and their roles in society.</p> <p><b>Science: Animals including humans – Life cycles</b>          Explore the natural world around them.          Describe what they see, hear and feel whilst outside.          Children explore the natural world around them, making observations and drawing pictures of animals and plants.          Children know some similarities and differences between the natural world around them, contrasting environments and exploring simple similarities and differences between materials.          Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
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	<p><b>Past and Present</b> Begin to make sense of their own life story and family's history.</p>	<p><b>Past and Present</b> Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.</p>	<p><b>Past and Present</b> Compare and contrast characters from stories including figures from the past.</p>		<p><b>Past and Present</b> 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.</p>	
	<p><b>People, Culture and Communities</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p><b>People, Culture and Communities</b> Talk about the lives of the people around them and their roles in society. Recognise that people have different beliefs and celebrate special times in different ways. Diwali Christmas</p>	<p><b>People, Culture and Communities</b> Show interest in different occupations. Continue developing positive attitudes about the differences between people. Draw information from a simple map.</p>	<p><b>People, Culture and Communities</b> Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p><b>People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	
	<p><b>The Natural World</b> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>The Natural World</b> Use all their senses in hands on exploration of natural materials. Talk about the differences between materials and changes they notice.</p>	<p><b>The Natural World</b> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Recognise some environments that are different to the one in which they live.</p>	<p><b>The Natural World</b> Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary.</p>	<p><b>The Natural World</b> 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. Know there are different countries in the world and talk about the differences they have experienced or seen in photos. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
Expressive Arts and Design	<p><b>Art: Can I chose colour for a purpose?</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Draw with increasing complexity and detail, such as representing a face with a circle and</p>	<p><b>Art: Can I chose colour for a purpose?</b> Explore colour and colour mixing. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively,</p>	<p><b>Art: Can I experiment with different media?</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills.</p>	<p><b>Art: Can I manipulate materials to achieve a planned effect?</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills.</p>	<p><b>Art: Can I select appropriate tools and techniques?</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore materials and tools for mark making.</p>	

	<p>including details. Create collaboratively, sharing ideas, resources and skills.</p> <p><b>DT: Construction</b> Join different materials and explore different textures. Develop their own ideas and then decide which materials to use to express them.</p> <p><b>Music</b> Explore and engage in music making and dance, performing solo or in groups. Explore the different sounds our voices, bodies and instruments can make.</p>	<p>sharing ideas, resources and skills.</p> <p><b>DT: Construction</b> Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p><b>Music</b> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b>DT: Use and explore a variety of tools, materials and Techniques</b> Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Develop their own ideas and then decide which materials to use to express them.</p> <p><b>Music</b> Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b>DT: Food and nutrition</b> Know and talk about the different factors that support their overall health and wellbeing.</p> <p><b>Music</b> Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Explore mark making with paint using primary colours. Explore the visual and tactile qualities of natural and man-made objects.</p> <p><b>DT: Good health, physical exercise and a healthy diet.</b> Designing a model before making it. Constructing for a purpose, using a variety of resources, including construction kits and 'found materials' Selecting appropriate resources. Selecting tools and techniques needed to shape, assemble and join materials Evaluating and adapting their work. Explaining how they have created something, talking about the materials and techniques they have used. Talking about some foods that are good for them and why</p> <p><b>Music</b> Talking about how music makes them feel. Sing a wide range of songs and make up their own songs. Sing in a group or on my own. Match the pitch and follow the melody of a song. Play instruments with increasing control and change the sounds that they make.</p>	
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	<p><b>Creating with Materials</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a part. Show different emotions in their drawings. Explore colour and colour mixing.</p>	<p><b>Creating with Materials</b></p> <p>Develop storylines in their pretend play. Make use of props and materials when role playing characters in narratives and stories. Use drawing to represent ideas like movement or loud noises.</p>	<p><b>Creating with Materials</b></p> <p>Develop own ideas and decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p><b>Creating with Materials</b></p> <p>Create collaboratively sharing ideas, resources and skills. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Develop storylines in their pretend play.</p>	<p><b>Creating with Materials</b></p> <p>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;</p> <ul style="list-style-type: none"> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>		
	<p><b>Being Imaginative and Expressive</b></p> <p>Develop storylines in their pretend play. Remember and sing entire songs.</p>	<p><b>Being Imaginative and Expressive</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Invent, adapt and recount narratives and stories.</p>	<p><b>Being Imaginative and Expressive</b></p> <p>Create their own songs or improvise a song around one they know. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p><b>Being Imaginative and Expressive</b></p> <p>Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.</p>	<p><b>Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of wellknown nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>		
<b>Specific Progression Subjects for School Curriculum Continuation</b>							
RE	What makes people special?	What is Christmas?	What makes places special?	What is Easter?	What do stories teach us?	How do people celebrate?	Dudley RE Syllabus
PSHE and Citizenship	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Jigsaw
Music	Exploring sound	Celebration music	Music and movement	Musical stories	Big band		<u>Kapow</u>

PE	<b>Fundamental Movement Skills</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Multi-Skills</b>	<b>Ball Skills</b>	<b>Games</b>	<u>PE PRO</u>
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