**Kennet Valley Primary School** **RECEPTION CURRICULUM PROGRESSION**

## 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.

Over the course of the year we will teach the following skills when appropriate to the class. These skills have been designed to build upon one another.

| | |
|---|---|
| Listening skills | Listen to others 1:1, in small groups and whole class.<br>Enjoy listening to stories and can remember what happens.<br>Listen carefully to rhymes and songs, paying attention to how they sound.<br>Listen in familiar and new situations.<br>Engage in stories that are familiar and new with interest.<br>Listen attentively in a range of situations and know how to actively listen e.g. eyes looking, ears listening, lips closed and hands still.<br>Link listening to learning.<br>Understand why listening is important.<br>Listen to and understand instructions about what they are doing, whilst busy with another task.<br>Listen attentively and respond to what they hear with relevant questions, comments, or actions. |
| Attention skills | Maintain attention in whole class and small groups for a short period of time.<br>Beginning to maintain attention in new situations e.g. whole school assembly, PE.<br>Attention increases and can concentrate, sit quietly during chosen/given activity for a short time in the classroom.<br>Maintain attention with growing awareness of peers and adults included in their play.<br>Listen and continue with an activity for a short period of time.<br>Good awareness of others in play, can play co-operatively and can pretend to be someone else talking. |
| Response skills | Engage in story times.<br>Join in with repeated refrains and anticipate key events and phases in stories or rhymes during group times.<br>Respond appropriately when asked.<br>Make relevant comments when listening to a story and can answer 'why' questions.<br>Ask questions to find out more and to check they understand what has been said to them.<br>Respond to others appropriately in play.<br>Show interest in non-fiction books.<br>Make predictions about what might happen next or story endings in response to texts read.<br>Link events in a story to their own experiences.<br>Introduce a storyline into their play.<br>Keep play going in response to the ideas of others and engage in conversation relevant to play theme.<br>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.<br>Listen to and talk about non-fiction texts to develop new knowledge and vocabulary.<br>Ask and answer 'what', 'where', 'when', and 'what could we do next' questions.<br>Make comments about what they have heard and ask questions to clarify thinking.<br>Respond by asking if unsure and uses words specifically to make meaning clear. |

**Kennet Valley Primary School** **RECEPTION CURRICULUM PROGRESSION**



| Communication and Language | |
|---|---|
| Over the course of the year we will teach the following skills when appropriate to the class. These skills have been designed to build upon one another. | |
| Understanding skills | Follow simple routine 1 step instructions e.g. sit down on the carpet.<br>Understand 'why' questions.<br>Follow simple instructions with 2 parts as part of a routine.<br>Consider the listener and takes turns to listen and speak in different contexts.<br>Ask questions to clarify understanding of a text or task.<br>Ask questions to find out more and check understanding.<br>Retell a story in simple parts.<br>Carry out a series of 3 instructions.<br>Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play.<br>Understand 'how' and 'where' questions.<br>Retell a story with some exact repetition and in their own words.<br>Understand that words can be put into groups or categories, and give examples from each category e.g. animals, fruit. |
| Speaking Skills | Use simple sentences and begin to use intonation to make meaning clear to others.<br>Join in singing a large repertoire of songs e.g. nursery rhymes or numbers songs.<br>Begin to use social phrases e.g. 'Good Morning!'<br>Start a conversation with peers and familiar adults and continue it for a few turns.<br>Retell a past simple event.<br>Recognise words that rhyme or sound similar.<br>Begin to speak in front of small then larger groups.<br>Use talk to pretend objects stand for something else in play.<br>Demonstrate growing use of past tense verbs.<br>Offer explanations for why things happen.<br>Recount events that happen in their day.<br>Use talk to clarify thinking, connect ideas and share thinking with others.<br>Retell/create own stories for teacher scribing.<br>Use simple conjunctions 'and', 'because'.<br>Use talk to help work out problems and organise thinking and activities.<br>Speak in front of class then a larger audience.<br>Use talk to organise themselves and their play.<br>Recount an event in the correct order and give some details.<br>Express ideas about feelings and experiences.<br>Articulate and create an imaginary story of their own in play or in writing.<br>Speak clearly in well-formed sentences including detail.<br>Use new vocabulary in different contexts.<br>Use past, present, and future tenses in conversation with peers and adults.<br>Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'so'. |
| Ongoing | *Learn and use new vocabulary in different contexts including rhymes, poems and songs* |

| Links to Year 1 Curriculum |
|---|
| In Year 1, children continue to build on the oral language skills developed in Reception. Children will develop their competence in spoken language and listening to increase the effectiveness of their communication across a range of contexts and audiences of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns in a back and forth conversations and debates. |

**Kennet Valley Primary School** **RECEPTION CURRICULUM PROGRESSION**

## Personal Social and Emotional Development

**Statutory Educational programme:** 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.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| SCARF coverage in Reception | <u>Me and My relationships</u><br>-Talk about similarities and differences.<br>-Name special people in their lives.<br>-Describe different feelings.<br>-Identify who can help if they are sad, worried or scared.<br>-Identify ways to help others or themselves if they are sad or worried. | <u>Valuing differences</u><br>-Recognise that we can have things in common.<br>-Know the importance of showing care and kindness towards others.<br>-Be sensitive towards others and celebrate what makes each person unique.<br>-Use speaking and listening skills to learn about others<br>-Demonstrate skills in building friendships and cooperation | <u>Keeping Myself Safe</u><br>-Name ways to stay safe around medicines.<br>-Know how to stay safe in their home, classroom and outside.<br>-Know age-appropriate ways to stay safe online.<br>-Name adults in their lives and those in their community who keep them safe.<br>-Talk about how to keep their bodies healthy and safe | <u>Rights and respect</u><br>-Understand that they can make a difference. -Identify how they can care for their home, school + special people.<br>-Talk about how they can make an impact on the natural world.<br>-Talk about sims and diffs between themselves.<br>-Demonstrate building relationships with friends<br>-Learn school values: Respect, Caring, Passion, Pride | <u>Being my best</u><br>-Name and discuss different types of feelings and emotions.<br>-Understand that they can make healthy choices.<br>-Name and recognise how healthy choices can keep us well.<br>-Feel resilient and confident in their learning.<br>-Learn skills in tackling challenge | <u>Growing and changing</u><br>-Understand that there are changes in nature and humans.<br>-Name the different stages in childhood and growing up.<br>-Understand that babies are made by a man and a woman.<br>-Know how to keep themselves safe.<br>-Use the correct vocabulary when naming the different parts of the body. |
| Over the course of the year we will teach the following skills when appropriate to the class. These skills have been designed to build upon one another. | | | | | | |
| <u>Building Relationships</u> Social Skills incl. communication | Build constructive and respectful relationships.<br>Engage in positive interactions with adults and peers using verbal or non-verbal communication.<br>Play alongside one or more children.<br>Seek familiar adults and peers to engage in conversations and ask for help.<br>Seek others to share activities and experiences.<br>Use language to negotiate, play and organise.<br>Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.<br>Can resolve conflict and able to compromise.<br>Take responsibility for their own actions.<br>Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them. | | | | | |

**Kennet Valley Primary School** **RECEPTION CURRICULUM PROGRESSION**

| Personal Social and Emotional Development | |
|---|---|
| Over the course of the year we will teach the following skills when appropriate to the class. These skills have been designed to build upon one another. | |
| Managing Self<br>Collaboration | Interested in others play and starting to join in.<br>Knows we work together to keep the class rules and earn house points towards team goals.<br>Begin to take turns and share resources with increasing cooperation.<br>Consider the listener and takes turns to listen and speak in different contexts.<br>Can identify kindness and considerate behaviour of others.<br>Knows it is important to work together to look after our classroom resources and our school grounds.<br>Can keep play going by cooperating, listening, speaking, and explaining.<br>Can reflect on the work of others and self-evaluate their own work.<br>Recognise the need to look after things in class.<br>Can take account of the ideas of others about how to organise and activity.<br>Can show sensitivity to others' needs and feelings. |
| Managing Self<br>Self-Awareness | Know what they like and do not like.<br>Understands there are rules in the classroom to follow and expectations for behaviour.<br>Can talk about what they are doing and why.<br>Becoming aware of how they are the same or different to others in class.<br>Building confidence to take part in new activities e.g. Nativity dance, try new foods.<br>Understand rules linked to using tools safely.<br>Becoming aware of how they are the same or different to others in the world.<br>Understands rules linked to road safety.<br>Happy to stand up in front of the class and share achievements with others.<br>Have confidence to speak to a large audience in class assembly.<br>Can talk about their own abilities positively.<br>Confident to try new activities and say why they like some activities more than others.<br>See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms.<br>Have confidence to take part in whole school events e.g. Sports Day. |
| Managing Self<br>Independence | Can independently organise themselves in the morning e.g. bookbag in box, coat on peg, water bottle on tray.<br>Can manage their own personal hygiene e.g., toileting, handwashing.<br>Can follow 1 step instructions.<br>Increased independence in choosing areas or activities to play.<br>Can say when they need help.<br>With some support can get coat on and off.<br>Can follow instructions with 2 parts.<br>Developing independence in putting on a coat<br>Can independently manage their own needs; eating, drinking and communicate own needs in relation to being thirsty, hungry, tired, using the toilet.<br>Begin to show persistence when faced with challenges.<br>Developing independence in removing and putting on clothes e.g. jumper<br>Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy.<br>Can follow directions with 3 parts.<br>Can seek out a challenge and enjoy the process.<br>Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. |

**Kennet Valley Primary School** **RECEPTION CURRICULUM PROGRESSION**

| Personal Social and Emotional Development | |
|---|---|
| Over the course of the year we will teach the following skills when appropriate to the class. These skills have been designed to build upon one another. | |
| <u>Self-Regulation</u><br>Express Feelings | Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'.<br>Can show concern for others and show growing awareness of how their actions may impact on others.<br>Can identify how they are feeling and is beginning to express this.<br>Can make choices and communicate what they need.<br>Can name people in school they can turn to if they need help or are worried.<br>Can show pride in achievements by showing work to others.<br>Beginning to know that others may learn in different ways to them.<br>To be more mindful of their own and other's feelings and practise calming techniques.<br>Initiate an apology where appropriate.<br>Understands some strategies to deal with anger and frustration.<br>Able to moderate own feelings. |
| <u>Self-Regulation</u><br>Manage Behaviour | Aware of behavioural expectations of the setting.<br>Beginning to understand why rules are important.<br>Play games with awareness of turn-taking, co-operation and patience.<br>Can usually tolerate delay when needs are not immediately met. Talk with others to solve conflicts.<br>Understand expectations of the setting .<br>Follow and encourage others to follow the collaborative rules of the class to enable everyone's needs to be met.<br>Can explain right from wrong and try to behave accordingly.<br>Understand why listening is important and attend to other people both familiar and unfamiliar.<br>Can follow instructions, requests, and ideas in a range of situations.<br>To develop negotiating skills when solving disagreements in class and outside.<br>Engage in challenges and take responsibility for their own learning. |
| Links to Year 1 Curriculum | |
| The Reception Year provides the foundation for many skills the children will build upon in Year one. The experiences to self-regulate, manage feelings and behaviour and build relationships will provide the children with the ability and communication skills to work on their own, in partners, in small groups and teams. It will enable their learning in all areas of the National Curriculum. The children in Year 1 build upon the same termly topics they have learnt in Reception, in the SCARF program. Children should understand that friendships and families are important for growing up because they can give love, happiness, security and stability. Children should be able to show respect to others who are different from them and know why this is important. Children should be able to set appropriate boundaries in their relationships and respect the boundaries of others. | |

**Kennet Valley Primary School** **RECEPTION CURRICULUM PROGRESSION**

# 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.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Non-Statutory Development Matters (2021) Guidance | Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. | Combine different movements with ease and fluency | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. | Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. | Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. |
| Get Set for PE focus | **Introduction to PE**<br>To understand the importance of listening and following instructions to stay safe in PE<br>To begin to understand how exercise is an important part of keeping healthy.<br>How exercise affects my body and the changes I see.<br>To move around safely in space.<br>To follow instructions and play safely individually and as a group.<br>To follow a path and take turns.<br>To stop safely and develop control when using equipment.<br>To work co-operatively with a partner. | **Dance**<br>To recognise dance is a form of exercise<br>To understand how body can move to create new shapes<br>To recognise how body changes during exercise.<br>To use counting to stay in time with music<br>To copy and create actions to music<br>To move safely with confidence and imagination, communicating through movement<br>To explore movement using a prop with control and co-ordination<br>To copy, link and repeat actions | **Team Games**<br>To understand the importance of listening and following instructions to stay safe in PE<br>To begin to understand how exercise is an important part of keeping healthy.<br>To recognise that a team is a group of people working together to achieve a shared goal.<br>To develop accuracy when throwing and practise keeping score<br>To follow instructions and move safely with tagging games<br>To learn to play against an opponent.<br>To play by the rules and develop coordination.<br>To explore striking a ball and keeping score<br>To work cooperatively as a team | **Ball Skills**<br>To recognise the different skills you can use with a ball depends on how you move it with your body.<br>To understand the importance of working with a partner towards a shared goal.<br>To develop rolling and tracking a ball.<br>To develop accuracy when throwing to a target<br>To develop dribbling with leading hands<br>To develop throwing and catching with a partner<br>To develop dribbling a ball with your feet.<br>To develop kicking a ball to a target. | **Athletics**<br>To understand the importance of listening and following instructions to stay safe in PE outside.<br>To begin to understand how exercise is an important part of keeping healthy.<br>To recognise and describe in simple words how their body feels during exercise.<br>To learn skills of running, jumping and throwing with a range of equipment<br>To develop skills of running at varying speeds<br>To demonstrate knowledge of comparative language by physical demonstration.<br>To develop overall body strength, co-ordination, balance and agility.<br>To confidently and safely use a range of large and small apparatus outdoors, alone and in a group. | **Gymnastics**<br>To recognise how practise can improve a skill<br>To understand if they enjoyed something and show using simple strategies<br>To recognise some equipment can be dangerous and harmful if not used correctly.<br>To create short sequences using shapes, balances and travelling actions<br>To develop balancing safely using apparatus.<br>To develop jumping and landing safely from a height.<br>To develop skills of rocking and rolling.<br>To explore travelling around, over and through apparatus.<br>To create short sequences linking actions together and including apparatus. |

**Kennet Valley Primary School** **RECEPTION CURRICULUM PROGRESSION**

| Physical Development | |
|---|---|
| Through access to continuous provision the children will... | • develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.<br>• develop their 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.<br>• use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.<br>• develop overall body-strength, balance, co-ordination and agility.<br>• develop the foundations of a handwriting style which is fast, accurate and efficient. |
| Fine Motor Development | 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. |

## Links to Year 1 Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- 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. They will balance on one foot and on a mat and hold a position.
- participate in team games, developing simple tactics for attacking and defending. They will confidently work as part of a team.
- perform dances using simple movement patterns. They will combine basic positions/ movements to create a routine.

**Kennet Valley Primary School** **RECEPTION CURRICULUM PROGRESSION**

## Literacy

**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).

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Comprehension Skill Development | Listen and enjoy sharing a range of books.<br>Hold a book correctly, turn some pages with care.<br>Know that a book has a beginning and an end.<br>Know that text in English is read top to bottom and left to right.<br>Recognise some familiar words in print, e.g., own name or advertising logos.<br>Enjoy joining in with rhyme, songs and poems.<br>Explain in simple terms what is happening in a picture in a familiar story.<br>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. | Know the difference between text and illustrations.<br>Experience and respond to different types of books, e.g., story books, factual/ real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.<br>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.<br>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.<br>Sequence two or three events from a familiar story. | Use picture clues to help read a simple text.<br>Make a simple prediction of a story that is read aloud to them.<br>Show understanding of some words and phrases in a story that is read aloud to them.<br>Express a preference for a book, song or rhyme, from a limited selection.<br>Play is influenced by experience of books (small world, role play) | Retell stories in the correct sequence, draw on language patterns of stories.<br>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.<br>Suggest how an unfamiliar story might end.<br>Give a simple opinion on a book they have read, when prompted.<br>Recognise repetition of words or phrases in a short passage of text.<br>Play influenced by experience of books. | Correctly sequence a story or event using pictures and/or captions.<br>Make simple, plausible suggestions about what will happen next in a book they are reading.<br>Make inferences to answer a question beginning 'Why do you think…?' in a picture book that has been read to them, where answer is clearly signposted.<br>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme.<br>Innovate a well-known story with support. | Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. When prompted, say whether they liked or disliked a book, making a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.<br>Know the difference between different types of texts (fiction, nonfiction, poetry) |
| Word Reading Development | Hear general sound discrimination and be able to orally blend and segment. | Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.<br>Read a few Phase 2 tricky words. | Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.<br>Read a few tricky words in Phase 2 and 3. | Read some letter groups that each represent one sound and say sounds for them.<br>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few Phase 3 tricky words. | Read some letter groups that each represent one sound and say sounds for them.<br>Read simple phrases and sentences made up of words with known letter–sound correspondences including Phase 3 tricky words. | Read some tricky words from Phase 4 e.g. said, like, have, so.<br>Re-read what they have written to check that it makes sense |
| | 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 | | | | | |
| Handwriting Development | Know that print carries meaning and in English, is read from left to right and top to bottom.<br>Draws lines and circles. | Form letters from their name correctly.<br>Show a dominant hand. | Recognise that after a word there is a space<br>Begin to form some recognisable letters. | Holds a pencil effectively to form recognisable letters.<br>Know how to form clear ascenders and descenders. | Form most lower-case letters correctly, start, direction and finish.<br>Include spaces between words. | Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. |

**Kennet Valley Primary School** **RECEPTION CURRICULUM PROGRESSION**

| Literacy | | | | | | |
|---|---|---|---|---|---|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Phonics Development | **Little Wandle Phonics Programme Phase 1 and 2**<br>Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. | **Little Wandle Phase 2**<br>Know grapheme phoneme correspondence of 19 letters.<br>Blend with known letters for reading VC and CVC words.<br>Recognise digraphs -ck + consonant endings - ff, ll, ss<br>Orally segment for VC and CVC words for spelling Know tricky words (I, the, to, no, go, into) | **Little Wandle Phase 3**<br>Incl consolidation of Phase 2.<br>Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu<br>Know the 4 consonant digraphs – sh, th, ch, ng<br>Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi<br>Know trigraph igh<br>Know tricky words; he, she, we, me, be, was, my.<br>Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed | **Little Wandle Phase 3**<br>Consolidate phase 2 and 3 skills.<br>Know trigraphs ear, ure, air Know vowel digraph er Read tricky words they, her, all, are<br>Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.<br>Write more graphemes from memory and write a simple sentence using phonic knowledge. | **Little Wandle Phase 3 and 4**<br>Consolidate phase 2 and 3 skills.<br>Continue to apply knowledge of blending and segmenting to the reading and spelling polysyllabic words.<br>Read tricky words; some, come, like, do, so, there, out, said, have, one, little, when, were, what.<br>Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling.<br>Read sentences using phonic knowledge, write digraphs and trigraphs. | **Little Wandle Phase 4**<br>Consolidate phase 2 and 3 skills.<br>Read CVCC, CCVCC, CCCVC and CCCVCC words<br>Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr<br>Read tricky words; some, come, like, do, so, there, out, said, have, one, little, when, were, what.<br>Represent each of 42 phonemes by a grapheme and blend phonemes to read and segment words for spelling.<br>Read sentences using phonic knowledge, write digraphs and trigraphs. |
| Emergent Writing Development | Aware that writing communicates meaning.<br>Give meaning to marks they make.<br>Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. | Copies adult writing behaviour e.g. writing on a whiteboard, writing messages.<br>Makes make marks and drawings using increasing control.<br>Know there is a sound/ symbol relationship.<br>Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. | Independently uses appropriate letters for initial sounds. | Build words using known letter-sound correspondences in own writing. | Continue to build on knowledge of letter sounds to build words in writing.<br>Use writing in play.<br>Use familiar words in their writing. | Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop |
| Compositional Skills | Use talk to organise describe events and experiences. | Use talk to link ideas, clarify thinking and feelings.<br>Understands that thoughts and stories can be written down. | Orally compose a simple sentence and hold it in memory before attempting to write it. | Orally compose a simple sentence/ caption and hold it in memory before attempting to write it. | Write a simple sentence/caption which may include a full stop. | Write a simple narrative in short sentences with known letter-sound correspondences may include a capital letter and full stop. |

**Kennet Valley Primary School** **RECEPTION CURRICULUM PROGRESSION**

| Literacy | | | | | | |
|---|---|---|---|---|---|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Spelling Development | Orally segment sounds in simple words.<br>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.<br>Write own name. | Orally spell and write VC and CVC words independently using Phase 2 graphemes | Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.<br>Spell some irregular common (tricky) words e.g. I, the, to, no, go, into independently | Spell words by drawing on knowledge of known grapheme correspondences.<br>Make phonetically plausible attempts when writing more complex unknown words. | Spell words by drawing on knowledge of known grapheme correspondences.<br>Make phonetically plausible attempts when writing more complex unknown words in Ph4.<br>Spell irregular common (tricky) words e.g., he, she, we, be, me was independently |
| Drawing Club | Child draws pictures of character, setting or new idea in book.<br>Adult to scribe thoughts and ideas in. | Child draws detailed pictures of character, setting or new idea in book.<br>Adult to scribe ideas and child writes codeword. | Child draws detailed pictures of character, setting or new idea in book.<br>Adult to scribe ideas. Child to write codewords or simple caption.<br>Child knows groups of letters make up a word and a group of words make sentences. Can use a phonic mat to support. | Child draws detailed pictures of character, setting or new idea in book.<br>More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words.<br>Can use a phonic mat to support | Child draws detailed pictures of character, setting and new idea together in book.<br>Child writing complete captions or sentences that match their drawings.<br>May still need a phonics mat to support. | Child confident to write simple sentences, linking character, setting and ideas together.<br>May still need a phonics mat to support. |
| Links to Year 1 Curriculum | | | | | | |
| The Reception Year provides the foundation for many skills the children will build upon in Year one.<br><br>Y1 expectations: | **Phonics: Little Wandle Phase 5a** | **Phonics: Little Wandle Phase 5b** | **Phonics: Little Wandle Phase 5c** | **Phonics: Little Wandle Phase 5c/d** | **Phonics: Little Wandle Phase 5d** | **Phonics: Little Wandle Phase 5d** |
| | <u>Writing composition</u><br>Understand what a sentence is and recognise sentences in my own writing.<br>Say sentences out loud orally before writing them down.<br>Create a sequence of sentences to create their own text.<br>Re-read sentences carefully to spot any mistakes.<br>Identify mistakes in their sentences when they are orally read to them.<br>Discuss what they have written to an adult and a peer. | <u>Genres covered in Year 1</u><br>Tradition tales<br>Stories with familiar setting<br>Stories from another culture<br>Fantasy stories<br>Fairy stories<br>Letters<br>Poetry<br>Non-fiction information texts<br>Fact files<br>Recounts<br>Scientific Diary | <u>Vocabulary Grammar and Punctuation</u><br>Know the job of a capital letter and full stop and use them accurately to mark a sentence.<br>Create question sentences and use a question mark to punctuate it correctly.<br>Mark statement and command sentences with an exclamation mark.<br>Identify a statement, question, command, and exclamation sentence by its punctuation. | <u>Vocabulary Grammar and Punctuation</u><br>Understand that nouns are objects, people, and places.<br>Use capital letters for proper nouns: people, places, days of the week and I.<br>Understand the job of an adjective and start to identify them in sentences.<br>Begin to use adjectives to create simple noun phrases. | <u>Vocabulary Grammar and Punctuation</u><br>Use talk to organise events and experiences.<br>Write in past tense and use simple past tense verbs.<br>Write in the present tense.<br>To be able to use the conjunctions "and", "but" and "because" to create compound sentences.<br>Discuss word meaning of new words | <u>Reading Summary</u><br>Make simple inferences about the characters and about events.<br>Predict what might happen next from repetitive phrases and/or from what has already been read.<br>Discuss the significance of the title.<br>Identify the events/points from the text.<br>Explain what has just been read to them orally.<br>Answer simple retrieval questions by finding the information in non-fiction and fiction texts. |

**Kennet Valley Primary School** **RECEPTION CURRICULUM PROGRESSION**

| Maths | | | | | | |
|---|---|---|---|---|---|---|
| **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 | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Ongoing Mathematics Skill Development including continuous provision | Link the number symbol with its cardinal number value<br>Count beyond ten.<br>Compare numbers<br>Understand the 'one more/one less than' relationship between consecutive numbers<br>Compare length, weight, and capacity.<br>Select, rotate, and manipulate shapes to develop spatial reasoning skills.<br>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | | | | | |
| Ongoing revisits linked to Mastering Number | Count objects, actions, and sounds. Introduction of subitising | Explore the composition of numbers to 5<br>Subitise up to 5 (perceptual)<br>Automatic recall number bonds 0-5 | Explore the composition of numbers to 8<br>Subitise<br>Automatic recall number bonds 0-8 | Explore the composition of numbers to 10<br>Subitise (conceptual)<br>Automatic recall number bonds 0-10 | Explore the composition of numbers beyond 10.<br>Subitise (conceptual)<br>Automatic recall number bonds 0-10 | Explore the composition of numbers beyond 10.<br>Subitise (conceptual)<br>Automatic recall number bonds 0-10 |
| Coverage linked to White Rose | Matching.<br>Sorting & Comparing - collections<br>Comparing amounts<br>Comparing size, mass & capacity<br>Exploring simple patterns.<br>Sunflower Challenge | Representing 1,2,3,4,5<br>Comparing 1,2,3,4,5<br>Composition of 1,2,3,4,5<br>Formation of 1,2,3,4,5<br>One more, one less<br>Shapes which complement taught numbers - circle, triangle, square. Positional language<br>Time<br>AB Pattern - continue, copy, and create repeating patterns. | Introducing zero<br>Comparison of numbers to 5<br>Composition of 5<br>Comparing Mass<br>Comparing Capacity<br>Pairs wise, five wise.<br>Representing 6,7,8<br>Comparing 6,7,8<br>Composition of 6,7,8<br>Formation of 6,7,8 | Length, height.<br>Time<br>Numbers 7, 8, 9<br>Formation of 9,10<br>Revisit pairs wise, five wise<br>Combining groups<br>Number bonds<br>3D shapes<br>Pattern – ABC, ABB, BBA | Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering<br>Adding more<br>Taking away<br>Composition of numbers to 10 and beyond<br>Counting patterns to 10 and beyond<br>Shape – spatial reasoning<br>Match, rotate, and manipulate | Spatial reasoning<br>Number bonds<br>Revisit doubles<br>Revisit sharing and grouping<br>Even and odd<br>Develop patterns and relationships<br>Problem solving |

**Kennet Valley Primary School** **RECEPTION CURRICULUM PROGRESSION**

| Maths | | | | | | |
|---|---|---|---|---|---|---|
| Links to Year 1 Curriculum | | | | | | |
| The Reception Year provides the foundation for many skills the children will build upon in Year one.<br><br>Y1 expectations: | <u>Number and place value (within 20)</u><br>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 | <u>Addition and subtraction (within 20)</u><br>Read and write numbers from 1 to 20 in numerals and words | <u>Number and place value (within 100)</u><br>Begin to recognise the place value of each digit in a two-digit number (tens, ones) | <u>Fractions</u><br>Recognise, find and name a half as one of two equal parts of an object, shape or quantity | <u>Fractions</u><br>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity | <u>Multiplication and Division</u><br>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 |
| | <u>Comparing & Estimating</u><br>Compare, describe and solve practical problems for: lengths and heights, mass/weight, time | <u>Number Bonds</u><br>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 | <u>Shape</u><br>Recognise and name common 2-D and 3-D shapes | <u>Positional Language</u><br>Describe position, direction and movement, including half, quarter and threequarter turns | <u>Money</u><br>Recognise and know the value of different denominations of coins and notes | <u>Time</u><br>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 |

**Kennet Valley Primary School** **RECEPTION CURRICULUM PROGRESSION**

## 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.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Enquiry Skill Development | Be inquisitive to explore the natural world around them by taking part in forest school sessions and making observations and/or drawing pictures of animals and plants throughout the year. Comment and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. | | | | | |
| | Know that you can find out information from different sources e.g. internet, books.<br>Talk about key roles people have in society both in the present and past.<br>Name and describe people who are familiar to them within their community e.g. police, fire, doctors, dentist. | Find out about key historical events and why and how we celebrate today? Fireworks, Remembrance Day, Christmas Day, Man on the moon, Diwali.<br>Show an interest in experimenting cause and effect using a variety of resources. | Recognise, know, and describe features of different places.<br>Look closely at similarities and differences.<br>Use technology to make observations or find information about different locations and places. | Comment on images of familiar situations in the past.<br>Describe features of objects, people, places at different times and make comparisons.<br>Talk about what is the same and different. | Comment on what they notice about the environment where they live and find out more about the nature around them.<br>Understand the need to respect and care for the natural environment and all living things. | Describe images of familiar situations in the past using books such as, 'When we were giants'. Identify features of growth and change.<br>Make predictions based on experiences of what might happen in an experiment.<br>Complete experiment and verbalise what they found. |
| Respect Skill Development | Respect special things in their own lives.<br>Understand the value of being curious and interested in finding out about people within their own community | Recognise that people have different beliefs and celebrate special times in different ways. e.g. Diwali, Hanukah, Christmas<br>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. | Understand the value of being curious and interested in finding out about people within their own community, special places, objects and events– through stories, nonfiction texts, visits, visitors, celebrations e.g. Farm, Ramadan, Easter, Holi | Recognise how to care for nature and our environment. | Show interest in and respect of people within their own community, special places and reasons behind events - through nonfiction texts, stories, visitors, celebrations e.g. Eid |
| Mapping Skill Development | Familiarise themselves with new layout of classroom, outside area and locations around the school they will use.<br>Talk about the features of their immediate environment with visual representations e.g. signs and labels. | Use technology e.g., a BeeBot and begin to show spatial awareness.<br>Use positional language i.e., under, beside, on top of etc. | Draw information from simple maps and identify landmarks of our local area walk.<br>Identify how technology is used to share information e.g. google maps.<br>Recognise some environments that are different to the one in which they live e.g. Alaska.<br>Read a map with symbols (x marks the spot) to navigate around school and playground. | Recognise some environments that are different to the one in which they live including the local area e.g. town and farm | Complete a simple BeeBot or Code-a-pillar program to direct from point A to point B | Create own maps using symbols from the stories we have read<br>Create a map of the classroom using own ideas for symbols to represent class areas. |

**Kennet Valley Primary School** **RECEPTION CURRICULUM PROGRESSION**

<table>
<tr><th colspan="7">Understanding the World</th></tr>
<tr><th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td rowspan="2">Chronology Skill Development</td><td colspan="6">Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past.<br>Regular practise of days of the week and months of the year, with developing language of time including questioning of yesterday, tomorrow, past, present and future events.</td></tr>
<tr><td colspan="2">Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them. Talk about the stages of growth in humans linked to their families.</td><td colspan="2">Talk about and order age of objects, maps or pictures from past to presents. Talk about similarities and differences they see, hear and feel.</td><td colspan="2">Talk about and understand changes in their lifetime. Order experiences in relation to themselves and others, including stories. Recount events, orally, pictorial and/or with captions.</td></tr>
<tr><th colspan="7">Links to Year 1 Curriculum</th></tr>
<tr><th>Geography</th><th colspan="2">History</th><th colspan="2">Religious Studies</th><th colspan="2">Science</th></tr>
<tr><td>In Year 1, children will be able to name the 7 continents and UK countries, name some famous landmarks in UK and compare how UK is the same or different to another country (China).<br>They use their observational skills to draw a simple map, identifying the human and physical features.<br>They talk about the different types of weather in different countries</td><td colspan="2">In Year 1, children will understand that the world has changed through time and compare their life now to lives of people in the past.<br>They should recognise why things have changed.</td><td colspan="2">Through Discovery RE scheme, children in Year 1 will develop their understanding of Christianity returning to celebrations of Christmas and Easter studied in Reception. They will then build on these to include Christianity's views on creation and Jesus as a friend. In Year 1 they also look at the celebrations of Shabbat and Chanukah in Judaism.</td><td colspan="2">In Year 1, children should be able to name, label and sort animals, plants and body parts into groups.<br>They should be able to perform simple tests, gather data and discuss what they find out.</td></tr>
</table>

**Kennet Valley Primary School** **RECEPTION CURRICULUM PROGRESSION**

# 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.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Music Kapow | Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. We will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and responses. Children will explore and engage in music making and dance, performing solo or in groups. In addition to the daily experiences and opportunities offered in EYFS the children will have specific musical development sessions using Kapow. | | | | | |
| | <u>Exploring Sound</u><br>Body and vocal percussion<br>Dynamics (playing loud or soft) | <u>Celebration Music</u><br>Responding to music from other cultures<br>Duration of sound<br>Tempo of sound | <u>Big Band</u><br>Names and groups of instruments<br>Performing<br>Pitch of sound | | <u>Music and Movement</u><br>Find beat of song<br>Body movement to music<br>Tempo and pitch of sounds | <u>Musical Stories</u><br>Interpret music as story<br>Instrument sound differences<br>Pitch of sounds |
| Performance | Children will learn to sing and perform a range of songs, rhymes and dances to a varied size of audience. This will include: | | | | | |
| | All Nursery Rhymes | Fireworks poem<br>Fireworks dance<br>Nativity songs and dances | Che Che Kule<br>Hello to all the children of the World | Old MacDonald<br>Big Red Combine Harvester | There's a tiny caterpillar on a leaf | When Goldilocks…<br>Royal ball Dance |
| Creativity | Children will experience and develop a range of creative, artistic skills. They will be introduced to some famous artist styles to inspire their creativity. 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 will be planned (see below). | | | | | |
| Mark Making | Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made. Create a self portrait. | Skill: observational drawing – Pumpkin carving. Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. | Skill: observational drawing of flowers Tracing animal shapes - Understand need to follow lines to create the whole picture. | Skill: Observational drawing – farm animals. Draw with increasing complexity and detail, such as representing head and body with a circle and including details including correct number of legs seen. | Skill: observational drawing -Minibeasts. Show accuracy and care in their drawing. | Skill: produce more detailed work and say what they have included. Best book self portrait |
| Colour and Painting | Knowledge: recognise and name colours.<br>Experience: explore how primary colours can mix to make purple, orange and green to use for portrait background in style of Kehinde Wiley.<br>Identify light and dark colours by mixing white or black to another colour.<br>Skill: Paint shapes to represent a face using thick and thin brushes | | Skill: to be able to choose a particular colour for a purpose. To identify which are hot and cold colours when painting backgrounds to artwork. | | Skill: to be able to create a wash background and combine with printing in the style of Eric Carle<br>Skill: exploring shades of colour and how to make different shades for canvas art in style of Georgia O'Keeffe | |
| Printing | Skill: printing with hands, fingers<br>Skill: printing with sponges and rollers, shapes | | Skill: printing with feet/shoes<br>Skill: printing simple repeating patterns. | | Skill: symmetrical printing - butterflies as inspiration. Combining printing and painting to create new effect in style of Eric Carle | |

**Kennet Valley Primary School** **RECEPTION CURRICULUM PROGRESSION**

| Expressive Arts and Design | | | | | | |
|---|---|---|---|---|---|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Textiles and collage | Understanding: how different materials/textures feel and explore freely e.g. malleable, fabrics, natural. | Skill: Junk modelling with different materials. Junk modelling will continue to be offered in continuous provision. | Knowledge: recognise and recreate horizonal and vertical arrangement of collage in style of Mondrian | Skill: Threading to decorate an Easter egg<br>Skill: collage simple repeating patterns in form on Holi Mask | Skill: Weaving using paper and ribbon of varying thickness<br>Skill: Use variety of Eric Carle style papers to create a group collage of minibeasts | |
| Sculpture | Skills: to use simple joins when using different materials to create 3D work, e.g. sellotape, masking tape, stick glue | Skills: use hands and tools to create planned effects on clay<br>Create nocturnal animals inspired by local sculpture artist Sadie Brockbank. | Skill: Folding techniques e.g. cards, lunar dragons | Choosing materials for effect e.g. feathers on mask. | Skill: Making own props/ puppets to retell a story. | Skill focus: be able to select tools and techniques needed to assemble and join materials they are using for a specific reason. |
| Cutting | Cutting Skill: Using one-handed tools and equipment e.g. scissors to make paper snips | Cutting skill: use scissors to cut in a straight line. | Cutting skill: use scissors to cut curved lines. | Cutting Skill: use scissors to cut shapes e.g. leaf for beanstalk | Cutting Skill: use scissors independently. | Cutting skill: use scissors for a particular purpose when combining different media and materials. |
| Being imaginative | 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. | | Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their pretend play, building on the contributions of their peers. Invent, adapt and recount narratives and stories with peers and their teacher. | | Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. | |

## Links to Year 1 Curriculum

| Art | DT | Music |
|---|---|---|
| In Year 1, the children will continue to develop their drawing, painting and sculpture art and design skills though:<br>• Studying the works of other artists Lubaina Himid and Van Gogh, making links to their own work.<br>• record, explore and develop ideas from first-hand observation, experience and imagination.<br>• use a variety of tools and mediums to explore how to create different effects.<br>• know what primary and secondary colours are and how to mix secondary colours and shades | In Year 1, the children will continue to develop their design and technology skills though:<br>• **Design** suggest ideas for designs and think about the materials and tools they will need to use before making them<br>• **Make** they will be able to use different tools safely<br>• **Evaluate** discuss what they have made and make suggestions of how they could do it differently. | In Year 1, the children will continue to develop their music skills though:<br>• use their voices expressively and creatively by singing songs and speaking chants and rhymes<br>• play tuned and untuned instruments musically<br>• listen with concentration and understanding to a range of high-quality live and recorded music |