

Warden Hill Primary School Curriculum Mapping 2017-18

Year Group: Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Once Upon a Rhyme Time (Based on Julia Donaldson books - Gruffalo, Room on the Broom, Monkey Puzzle, Snail and the Whale)	Space 'Infinity and Beyond'	Towers and Turrets	Pieces of Eight	Stomp! Stomp! Stomp!	Let's go Heroes!
Assemblies	Year Group Assembly		Year Group Assembly		Year Group Assembly	
PSED	<p>*Initiating conversations and taking into account ideas of others.</p> <p>*Forming good relationships with peers and familiar adults.</p> <p>*Showing confidence in asking adults for help.</p> <p>*Being confident to talk about themselves and their own abilities during whole class and group discussions about things that interest them.</p> <p>*Understanding that own actions affect other people e.g. comforting a child if they are aware that they have upset them.</p> <p>*Being aware of the school rules, as well as rules suggested by the children for the classroom.</p>	<p>*Initiating conversations and taking into account ideas of others.</p> <p>*Forming good relationships with peers and familiar adults.</p> <p>*Takes steps to resolve conflicts with other children.</p> <p>*Showing confidence in asking adults for help.</p> <p>*Being confident to talk about themselves and their own abilities during whole class and group discussions about things that interest them.</p> <p>*Understanding that own actions affect other people e.g. comforting a child if they are aware that they have upset them.</p> <p>*Beginning to be able to negotiate and solve problems through compromise.</p>	<p>*Initiating conversations and taking into account ideas of others.</p> <p>*Takes steps to resolve conflicts with others.</p> <p>*Explains own knowledge and asks appropriate questions of others.</p> <p>*Being confident to talk about themselves and their own abilities during whole class and group discussions about things that interest them.</p> <p>*Beginning to be able to negotiate and solve problems through compromise.</p>	<p>*Explains own knowledge and understanding and asks appropriate questions of others.</p> <p>*Takes steps to resolve conflicts with others.</p> <p>*Being confident to talk about themselves and their own abilities during whole class and group discussions about things that interest them.</p> <p>*Understanding that own actions affect other people e.g. comforting a child if they are aware that they have upset them.</p> <p>*Beginning to be able to negotiate and solve problems through compromise.</p> <p>*Adjust their behaviour to different situations.</p>	<p>*Explains own knowledge and understanding and asks appropriate questions of others.</p> <p>*Takes steps to resolve conflicts with others.</p> <p>*Being confident to talk about themselves and their own abilities during whole class and group discussions about things that interest them.</p> <p>*Being able to talk about things that they don't find easy.</p> <p>*Understanding that own actions affect other people e.g. comforting a child if they are aware that they have upset them.</p> <p>*Beginning to be able to negotiate and solve problems through compromise.</p> <p>*Adjust their behaviour to different situations.</p> <p>*Is able to manage feelings and maintain</p>	<p>*Explains own knowledge and understanding and asks appropriate questions of others.</p> <p>*Takes steps to resolve conflicts with others.</p> <p>*Being confident to talk about themselves and their own abilities during whole class and group discussions about things that interest them.</p> <p>*Being able to talk about things that they don't find easy.</p> <p>*Understanding that own actions affect other people.</p> <p>*Beginning to be able to negotiate and solve problems through compromise.</p> <p>*Adjust their behaviour to different situations.</p> <p>*Is able to manage feelings and maintain control.</p> <p>*Is able to wait for their turn or things that they want.</p>

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					control.	
SMSC	Understanding own feelings and those of others. Resolving conflicts. Demonstrating friendly behaviour. Forming good relationships with peers and adults. Exploring Special times for Christians and other Faiths (Diwali, St. Andrew's Day, Christmas, Thanksgiving, Hanukkah.) Special people and Special places.					
Physical Development	<p>*Experimenting with different ways of moving (running, jumping, hopping, skipping etc)</p> <p>*Negotiating space effectively and safely e.g. using wheeled toys and playground equipment.</p> <p>*Handling tools, objects and materials with increasing control (scissors, pens, crayons, pencils, playdough tools)</p> <p>* Using and holding a pencil correctly to mark make.</p> <p>*Developing fine motor skills (to aid pencil control) e.g. transferring objects using tweezers, threading, pegs and manipulating malleable materials.</p> <p>*Dressing and undressing for PE independently.</p> <p>*Using cutlery independently at lunchtime.</p>	<p>*Experimenting with different ways of moving (running, jumping, hopping, skipping etc)</p> <p>*Negotiating space effectively and safely e.g. using wheeled toys and playground equipment.</p> <p>*Handling tools, objects and materials with increasing control (scissors, pens, crayons, pencils, playdough tools)</p> <p>* Using and holding a pencil correctly to write recognisable letters.</p> <p>*Developing fine motor skills (to aid pencil control).</p> <p>*Dressing and undressing for PE independently.</p> <p>*Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</p> <p>*Shows an understanding of how to transport and store equipment</p>	<p>*Experimenting with different ways of moving (running, jumping, hopping, skipping etc)</p> <p>*Travels with confidence and skill around, under, over, and through balancing and climbing equipment.</p> <p>*Negotiating space effectively and safely e.g. using wheeled toys and playground equipment.</p> <p>* Using and holding a pencil correctly to write recognisable letters.</p> <p>*Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</p> <p>*Shows an understanding of how to transport and store equipment safely.</p> <p>*Practises some appropriate safety</p>	<p>*Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>*Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>*Uses simple tools to effect changes to materials.</p> <p>* Uses and holds a pencil correctly to write recognisable letters.</p> <p>*Practises some appropriate safety measures without direct supervision.</p> <p>*Shows some understanding that good practices, with regards to exercise, eating, sleeping and hygiene, can contribute to good health.</p> <p>*Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</p>	<p>*Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>*Uses simple tools to effect changes to materials.</p> <p>* Uses and holds a pencil correctly to form recognisable letters, beginning to control letter size.</p> <p>*Practises some appropriate safety measures without direct supervision.</p> <p>*Shows some understanding that good practices, with regards to exercise, eating, sleeping and hygiene, can contribute to good health.</p> <p>*Is able to make healthy choices independently.</p> <p>*Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</p> <p>*Shows an understanding of how to transport and store equipment safely.</p>	<p>*Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>* Uses and holds a pencil correctly to form recognisable letters, beginning to control letter size.</p> <p>*Practises some appropriate safety measures without direct supervision.</p> <p>*Shows some understanding that good practices, with regards to exercise, eating, sleeping and hygiene, can contribute to good health.</p> <p>*Is able to make healthy choices independently.</p> <p>*Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</p> <p>*Shows an understanding of how to transport and store equipment safely.</p>

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		safely.	measures without direct supervision.	manages some risks. *Shows an understanding of how to transport and store equipment safely.	understanding of how to transport and store equipment safely.	
SMSC	Understanding that eating healthily and exercising is important for keeping healthy. Knowing safe places to play in and out of school.					
Communication and Language	<p>*Listening to stories and answering questions about the plot and characters.</p> <p>*Maintaining attention, concentration and sitting quietly during appropriate activities e.g. carpet sessions and assemblies.</p> <p>*Following instructions containing more than one part e.g. 'Collect your coat and water bottle and put them on your table'.</p> <p>*Understanding 'how' and 'why' questions relating to stories heard and activities experienced both in and out of school.</p> <p>*Retelling a simple event in the correct order e.g. weekend news.</p> <p>*Using appropriate vocabulary when engaged in imaginative play e.g. dressing up, roleplay, storytelling.</p> <p>*Talking to others in a variety of situations, becoming</p>	<p>*Listening to stories and answering questions about the plot and characters.</p> <p>*Maintaining attention, concentration and sitting quietly during appropriate activities e.g. carpet sessions and assemblies.</p> <p>*Following instructions containing more than one part.</p> <p>*Following stories without pictures or props.</p> <p>*Understanding 'how' and 'why' questions relating to stories heard and activities experienced both in and out of school.</p> <p>*Retelling a simple event in the correct order e.g. half term news.</p> <p>*Using appropriate vocabulary when engaged in imaginative play.</p> <p>*Talking to others in a variety of situations, becoming confident when speaking in a</p>	<p>*Maintaining attention, concentration and sitting quietly during appropriate activities e.g. carpet sessions and assemblies.</p> <p>*Following instructions containing more than one part.</p> <p>*Understanding 'how' and 'why' questions relating to stories heard and activities experienced both in and out of school.</p> <p>*Listen and responds to ideas expressed by others in conversation or discussion.</p> <p>*Links statements to a main theme or intention.</p> <p>*Using appropriate vocabulary when engaged in imaginative play.</p> <p>*Talking to others in a variety of situations, becoming confident when</p>	<p>*Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>*Maintaining attention, concentration and sitting quietly during appropriate activities e.g. carpet sessions and assemblies.</p> <p>*Following instructions containing more than two parts.</p> <p>*Extends vocabulary using new words learnt.</p> <p>*Develop their own narratives and explanations, by connecting ideas or events.</p> <p>*Understanding 'how' and 'why' questions relating to stories heard and activities experienced both in and out of school.</p> <p>*Talking to others in a variety of situations, becoming</p>	<p>*Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>*Maintains attention, concentration and sitting quietly during appropriate activities e.g. carpet sessions and assemblies.</p> <p>*Follows instructions containing more than two parts.</p> <p>*Extends vocabulary using new words learnt.</p> <p>*Develop their own narratives and explanations, by connecting ideas or events.</p> <p>*Understand 'how' and 'why' questions relating to stories heard and activities experienced both in and out of school.</p> <p>*Can express views about events or characters in a story.</p> <p>*Listens to instructions asking for clarification if necessary.</p> <p>*Uses a range of</p>	<p>*Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>*Maintains attention, concentration and sitting quietly during appropriate activities e.g. carpet sessions and assemblies.</p> <p>*Follows instructions containing three parts.</p> <p>*Extends vocabulary using new words learnt.</p> <p>*Develop their own narratives and explanations, by connecting ideas or events.</p> <p>*Can express views about events or characters in a story.</p> <p>*Listens to instructions asking for clarification if necessary.</p> <p>*Uses a range of</p>

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	confident when speaking in a familiar group.	familiar group. *Introducing a storyline or narrative into their play.	speaking in a familiar group. *Introducing a storyline or narrative into their play.	confident when speaking in a familiar group. *Introducing a storyline or narrative into their play.	vocabulary in imaginative ways.		
SMSC	Developing listening skills, maintaining concentration. Following instructions. Articulate their own views and take into account those of others. Begin to learn about different Faiths.						
Mathematics	<p>*Matching numerals and sets of objects up to 10.</p> <p>*Counting, recognising and ordering numbers up to 10.</p> <p>*Writing numbers to 10 using the correct formation.</p> <p>*Finding one more and one less from a group of objects up to 10.</p> <p>*Solving problems using the language of adding and subtracting e.g. 'If there are three people flying on the broom and two more join how many altogether?' 'If I have five snails and two slither away how many are left?'</p> <p>*Selecting a particular named 2D shape (circle, square, rectangle, triangle).</p> <p>*Using positional language e.g. next to, behind, beside etc</p> <p>*Ordering objects by length or height.</p>	<p>*Matching numerals and sets of objects up to 10 (extend to 20).</p> <p>*Counting, recognising and ordering numbers up to 10 (extend to 20).</p> <p>*Writing numbers to 10 using the correct formation.</p> <p>*Counting an irregular arrangement of up to 10 objects.</p> <p>*Finding one more and one less from a group of objects up to 10.</p> <p>*Solving problems using the language of adding and subtracting.</p> <p>*Finding the total number of items in two groups by counting all of them.</p> <p>*Selecting and naming a particular 2D shape (circle, square, rectangle, triangle).</p> <p>*Beginning to use everyday language</p>	<p>*Matching numerals and sets of objects up to 10 (extend to 20).</p> <p>*Counting, recognising and ordering numbers up to 10 (extend to 20).</p> <p>*Writing numbers to 10 using the correct formation.</p> <p>*Counting an irregular arrangement of up to 10 objects.</p> <p>*Finding one more and one less from a group of objects up to 10.</p> <p>*Solving problems using the language of adding and subtracting.</p> <p>*Estimates how many objects they can see and checks by counting them.</p> <p>*Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>*Begins to use mathematical names for sold</p>	<p>*Matches numerals and sets of objects up to 20 and beyond.</p> <p>*Counts, recognises and orders numbers up to 20 and beyond.</p> <p>*Writes numbers to 10 and then 20, using the correct formation.</p> <p>*Finds one more and one less from a group of objects up to 20.</p> <p>*Solves problems using the language of adding and subtracting.</p> <p>*Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>*Uses quantities and objects to add and subtract two single digit numbers and count on or back to find the answer.</p> <p>*Begins to use mathematical names for solid shapes and can describe some of</p>	<p>*Matches numerals and sets of objects up to 20 and beyond.</p> <p>*Counts, recognises and orders numbers up to 20 and beyond.</p> <p>*Writes numbers to 10 and then 20, using the correct formation.</p> <p>*Finds one more and one less/one fewer from a group of objects up to 20 and beyond.</p> <p>*Solves problems using the language of adding and subtracting.</p> <p>*Records answers to problems solved.</p> <p>*Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>*Makes sensible estimations.</p> <p>*Begins to use mathematical names for solid shapes and can describe some of their properties.</p> <p>*Orders two items by weight or capacity.</p> <p>*Uses everyday language related to</p>	<p>*Matches numerals and sets of objects up to 20 and beyond.</p> <p>*Counts, recognises and orders numbers up to 20 and beyond.</p> <p>*Writes numbers to 10 and then 20, using the correct formation.</p> <p>*Finds one more and one less/one fewer from a group of objects up to 20 and beyond.</p> <p>*Solves problems using the language of adding and subtracting.</p> <p>*Records answers to problems solved.</p> <p>*Makes sensible estimations.</p> <p>*Solves problems involving groups of 2's, 5's and 10's.</p> <p>*Uses mathematical names for solid shapes and can describe some of their properties.</p> <p>*Orders two items by weight or capacity.</p> <p>*Uses everyday language related to</p>	<p>*Matches numerals and sets of objects up to 20 and beyond.</p> <p>*Counts, recognises and orders numbers up to 20 and beyond.</p> <p>*Writes numbers to 10 and then 20, using the correct formation.</p> <p>*Finds one more and one less/one fewer from a group of objects up to 20 and beyond.</p> <p>*Solves problems using the language of adding and subtracting.</p> <p>*Records answers to problems solved.</p> <p>*Makes sensible estimations.</p> <p>*Solves problems involving groups of 2's, 5's and 10's.</p> <p>*Uses mathematical names for solid shapes and can describe some of their properties.</p> <p>*Orders two items by weight or capacity.</p> <p>*Uses everyday language related to</p>

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		relating to money. *Ordering objects by length or height.	shapes and can describe some of their properties. *Use familiar objects and common shapes to build models.	their properties. *Orders two items by weight or capacity. *Uses everyday language related to time.	time.	
SMSC	Sharing and taking turns. Children use perseverance and determination to solve problems.					
Literacy	<p>*Looking at books independently and handling them carefully.</p> <p>*Storytelling using 'Talk for Writing' (using specific actions for storytelling in language).</p> <p>*Hearing and saying the initial sounds in words.</p> <p>*Recognising words that rhyme and being able to think of their own rhyming words.</p> <p>*Hearing and saying the initial sounds in words.</p> <p>*Knowing which letter represents each sound.</p> <p>*Beginning to blend three sounds together orally.</p> <p>*Ascribing meanings to marks that they make using different media e.g. chalk, paint, pens, crayons, pencils.</p> <p>*Writing single sounds using the correct letter formation.</p>	<p>*Storytelling using 'Talk for Writing' (using specific actions for storytelling in language).</p> <p>*Hearing and saying the initial sounds in words.</p> <p>*Continuing to blend three sounds together orally.</p> <p>*Begins to read words and simple sentences.</p> <p>*Segmenting sounds in simple words, knowing which letters represent some of them.</p> <p>*Ascribing meanings to marks that they make using different media.</p> <p>*Writing single sounds using the correct letter formation.</p> <p>*Writing the initial sounds of words and beginning to segment and write sounds in three letter words.</p> <p>*Using some clearly identifiable letters to communicate meaning.</p>	<p>*Storytelling using 'Talk for Writing' (using specific actions for storytelling in language).</p> <p>*Begins to read words and simple sentences.</p> <p>*Segmenting sounds in simple words, knowing which letters represent some of them.</p> <p>*Enjoys an increasing range of books.</p> <p>*Continue a rhyming string and write some rhyming words.</p> <p>*Begin to write captions and labels.</p> <p>*Writing single sounds using the correct letter formation.</p> <p>*Writing the initial sounds of words and beginning to segment and write sounds in three letter words.</p> <p>*Using some</p>	<p>*Storytelling using 'Talk for Writing' (using specific actions for storytelling in language).</p> <p>*Segment sounds in simple words and blend them together knowing which letters represent some of them.</p> <p>*Begins to read words and simple sentences.</p> <p>*Begins to link sounds to letter names.</p> <p>*Continue a rhyming string and write some rhyming words.</p> <p>*Begins to write captions and labels.</p> <p>*Writing single sounds using the correct letter formation.</p> <p>*Writing the initial sounds of words and beginning to segment and write sounds in three and four letter words.</p> <p>*Uses some clearly identifiable letters to communicate</p>	<p>*Storytelling using 'Talk for Writing'</p> <p>*Describes the main events in simple stories.</p> <p>*Segment sounds in simple words and blend them together knowing which letters represent some of them.</p> <p>*Begins to read words, captions and sentences.</p> <p>*Begins to link sounds to letter names.</p> <p>*Begins to write captions and simple sentences.</p> <p>*Writes single sounds, digraphs and trigraphs using the correct letter formation.</p> <p>*Attempts to write short sentences in meaningful contexts.</p> <p>*Spells phonically regular words of more than one syllable.</p> <p>*Uses key features of narrative in their own writing.</p>	<p>*Storytelling using 'Talk for Writing'</p> <p>*Describes the main events in simple stories.</p> <p>*Can read many tricky words (green keyword book).</p> <p>*Segment sounds in simple words and blend them together knowing which letters represent digraphs.</p> <p>*Reads words, captions and sentences.</p> <p>*Begins to link sounds to letter names.</p> <p>*Writes captions and simple sentences.</p> <p>*Writes single sounds, digraphs and trigraphs using the correct letter formation.</p> <p>*Attempts to write short sentences in meaningful contexts.</p> <p>*Spells phonically regular words of more than one syllable.</p> <p>*Uses key features of narrative in their own writing.</p>

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			clearly identifiable letters to communicate meaning. *Attempts to write short sentences in meaningful contexts.	meaning. *Attempts to write short sentences in meaningful contexts.		
SMSC	Through stories during the year thinking about relationships, making the right choices, looking at different cultures.					
Understanding the World	<p>*Talking about significant events within their own experience. *Recognising and describing special times or events for family or friends. *Showing care and concern for living things and the environment. *Developing an understanding of growth and change over time e.g. Summer to Autumn. *Using a range of technology e.g. talking buttons, microphones, tablets, to record and take photographs. <u>R.E</u> *Understanding that everyone is unique and that we all have different talents. *Celebrating Harvest.</p>	<p>*Talking about significant events within their own experience. *Enjoying joining in with family customs and routines. *Showing care and concern for living things and the environment. *Developing an understanding of growth and change over time e.g. Summer to Autumn. *Making observations of plants and trees, explaining the changes and why they occur. *Using a range of technology e.g. talking buttons, microphones, tablets, to record and take photographs. *Being able to complete a simple program using laptops. <u>R.E</u> *Understanding that everyone is</p>	<p>*Talking about significant events within their own experience. *Enjoying joining in with family customs and routines. *Showing care and concern for living things and the environment. *Developing an understanding of growth and change over time e.g. Summer to Autumn. *Understanding how some aspects of life were different in the past (link to castles). Using a range of technology e.g. talking buttons, microphones, tablets, to record and take photographs. *Being able to program beebots. <u>R.E</u> *Special People</p>	<p>*Understand that children don't always understand the same things and are sensitive to this. *Children can talk about the similarities and differences between themselves and others. *Children know about similarities and differences in relation to places and living things. *Make observations and talk about changes in the environment. *Using a range of technology e.g. talking buttons, microphones, tablets, to record and take photographs. *Select and use technology for a purpose. <u>R.E</u> * 'Special People'- Link to Old Testament stories (David and Goliath, Jonah and the Whale, Daniel and the Lion's</p>	<p>*Talks about the similarities and differences between themselves and others. *Discusses why people's lives were different in the past. *Understands that different people have varying beliefs and attitudes and that it is important to treat them respectfully. *Knows about similarities and differences in relation to places and living things. *Knows the properties of some materials and can suggest some of the purposes they are used for. *Uses a range of technology e.g. talking buttons, microphones, tablets, to record and take photographs. *Selects and use technology for a purpose. <u>R.E</u> * 'Special Places'- Discusses places that are special to them and within the</p>	<p>*Discusses why people's lives were different in the past. *Understands that different people have varying beliefs and attitudes and that it is important to treat them respectfully. *Can make observations of animals and plants and can explain why some things occur and talk about changes. *Knows the properties of some materials and can suggest some of the purposes they are used for. *Is familiar with basic scientific concepts such as floating and sinking. *Uses a range of technology e.g. talking buttons, microphones, tablets, to record and take photographs. *Selects and use technology for a purpose. <u>RE</u> * 'Special Places'- Discusses places that are special to them and within the community for different religions.</p>

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		unique and that we all have different talents. *Celebrating Diwali/Christmas		Den)	community for different religions.	
SMSC	Looking at significant places for different Faiths. Caring for the natural world (awe and wonder) Using technology to begin preparing for life in the community.					
Expressive Art and Design	<p>*Singing nursery rhymes and songs learnt in class.</p> <p>*Tapping out simple repeated rhythms and using a variety of percussion instruments.</p> <p>*Constructing with a purpose in mind using a variety of resources.</p> <p>*Exploring how colours can be changed.</p> <p>*Building stories when engaged in imaginative play.</p> <p>*Introducing a storyline into their play.</p>	<p>*Experimenting to create different textures.</p> <p>*Manipulating materials to achieve a planned effect.</p> <p>*Using tools and techniques competently and appropriately.</p> <p>*Constructing with a purpose in mind using a variety of resources.</p> <p>*Creating simple representations of events, people and objects.</p> <p>*Building stories when engaged in imaginative play.</p> <p>*Introducing a storyline into their play.</p> <p>*Playing co-operatively as part of group to develop and act out a narrative.</p>	<p>*Understands that different media can be combined to create new effects.</p> <p>*Selects appropriate resources and adapts work where necessary</p> <p>*Constructing with a purpose in mind using a variety of resources.</p> <p>*Chooses particular colours to use for a purpose.</p> <p>*Begins to build a repertoire of songs and dances.</p> <p>*Building stories when engaged in imaginative play.</p> <p>*Introducing a storyline into their play.</p> <p>*Playing co-operatively as part of group to develop and act out a narrative.</p>	<p>*Understands that different media can be combined to create new effects.</p> <p>*Selects appropriate resources and adapts work where necessary.</p> <p>*Constructing with a purpose in mind using a variety of resources.</p> <p>*Selects tools and techniques, needed to shape, assemble and join materials they are using.</p> <p>*Introduces a storyline into their play.</p> <p>*Plays co-operatively as part of group to develop and act out a narrative.</p>	<p>*Understands that different media can be combined to create new effects.</p> <p>* Develops own ideas and selects appropriate resources and adapts work where necessary.</p> <p>*Constructing with a purpose in mind using a variety of resources.</p> <p>*Selects tools and techniques, needed to shape, assemble and join materials they are using.</p> <p>* Talks about ideas and features of their own and others work.</p> <p>*Discusses the strengths of others' work.</p>	<p>*Understands that different media can be combined to create new effects.</p> <p>* Develops own ideas and selects appropriate resources and adapts work where necessary.</p> <p>*Selects tools and techniques, needed to shape, assemble and join materials they are using.</p> <p>* Talks about ideas and features of their own and others work.</p> <p>*Discusses the strengths of others' work.</p>
SMSC	Listening to various pieces of music linked to a variety of cultures. Creating different decorations, objects and images linked to other Faiths. Drama linked with Literacy. Exploring percussion instruments. Joining in with dance and songs.					