



Termly break down of Reception developmental expectations

Autumn 1 (55-60)	Autumn 2 (55-60)	Spring 1 (61-66)	Spring 2 (61-66)	Summer 1 (67+)	Summer 2 (ELG)	Areas of Learning
Personal Social Emotional Development						
<p>Confidently initiates conversations with unfamiliar adults.</p> <p><u>How this is achieved</u> Transition weeks in September provide opportunities for children to speak to a range of different adults.</p>	<p>Begins to be able to compromise in social situations and negotiate with peers, working as part of a group - understanding and following rules, adapting their behaviours to different situations.</p> <p><u>How this is achieved</u> Adults modelling, as a play partner, in small groups, how to share resources.</p>	<p>Takes changes of routine in their stride.</p> <p><u>How this is achieved</u> Use visual timetables, attend more frequent Collective Worship's, go on school visits.</p>	<p>Takes account of one another's needs and feelings with a growing sense of managing conflict and forms positive relationships with adults and other children.</p> <p><u>How this is achieved</u> Through Jigsaw sessions</p>	<p>Plays group games with rules.</p> <p><u>How this is achieved</u> Circle games e.g. <i>We will copy you, Sharks etc.</i></p> <p>Understands someone else's point of view can be different from their own.</p> <p>Resolves minor conflicts through listening to others to come up with a fair solution.</p> <p><u>How this is achieved</u> Through Jigsaw sessions, reading a range of stories and book talk, play-partner interactions.</p>	<p style="text-align: center;"><u>End Point</u></p> <p>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.</p>	<p>Making Relationships</p>
<p>Growing sense of intent in activity, working</p>	<p>Can talk about how they and others</p>	<p>Will choose the resources they</p>	<p>Confident to speak in a familiar group,</p>	<p>Reviews their work and suggests how</p>	<p>Show an understanding of their own feelings and those of others,</p>	<p>Self Regulation</p>



Termly break down of Reception developmental expectations

<p>towards the simple goals in mind with growing persistence.</p> <p><u>How this is achieved</u> Adults modelling characteristics of effective learning, whilst play-partnering with children, 1-1 or in small groups.</p>	<p>show feelings, talk about their own and others' behaviour and its consequences.</p> <p><u>How this is achieved</u> Using the class reward system to discuss positive behaviours and class sanctions around rules and behaviours.</p>	<p>need for their chosen activities and demonstrates persistence towards achieving their intended goals.</p> <p><u>How this is achieved</u> Children self-select resources, following modelling from adults, and can explain what they are using and why.</p>	<p>will talk about their ideas/simple goals.</p> <p><u>How this is achieved</u> Plenty of opportunities for children to speak in key groups/ whole class in circle time, end of the day reviews</p>	<p>this could be approached differently.</p> <p><u>How this is achieved</u> Adults expertly question children about how they could improve their work, giving suggestions.</p> <p>Knows some ways to manage their feelings and are beginning to use these to maintain control of their own behaviour.</p> <p><u>How this is achieved</u> Children can articulate how they should respond to situations through Jigsaw and Circle Time sessions.</p>	<p>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.</p>	
<p>Confident to talk about their own needs, wants, interests and opinions</p>	<p>Is willing to try something new. Shows an awareness and</p>	<p>Knows the importance of good health, and a healthy diet.</p>	<p>Knows about and can make healthy choices in relation to healthy eating.</p>	<p>Is able to recognise a range of basic emotions for themselves and</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for</p>	<p>Managing Self</p>



Termly break down of Reception developmental expectations

<p>and when they do or don't need help.</p> <p><u>How this is achieved</u> Transition weeks in September provide opportunities for children to gain confidence to ask for help, or talk to key adults.</p>	<p>understanding of the effect of what they eat on the body.</p> <p><u>How this is achieved</u> Discussions will take place at snack time and in Physical Development sessions, about how different foods can affect the body.</p>	<p><u>How this is achieved</u> Children will sort different foods into healthy/unhealthy categories, and will articulate how this will impact their health.</p>	<p><u>How this is achieved</u> Jigsaw sessions will be on 'Healthy Me', and will focus on making healthy choices.</p>	<p>others and can identify appropriate reactions and responses</p> <p><u>How this is achieved</u> Children will be introduced to the 'Zones of Regulation', where they can identify a range of emotions. Through specific stories e.g <i>Ruby's Worry</i>.</p>	<p>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.</p>	
Communication & Language						
<p>Maintains attention and concentration when listening to others. Conversations reflect basic 'back and forth' interaction.</p> <p><u>How this is achieved</u> Children are encouraged to speak and listen to their peers in small 'key groups'.</p>	<p>Is able to respond to stories, asking questions and making comments, showing interest in new vocabulary explored.</p> <p><u>How this is achieved</u> Stories are shared throughout the day, with key vocab being gathered and</p>	<p>Listens attentively in a range of situations.</p> <p><u>How this is achieved</u> Stories are shared/teaching takes place at different parts of the school site e.g. <i>outside, in the studio</i>.</p> <p>Draws on and uses new vocabulary</p>	<p>Gives their attention to what others say and responds appropriately, in a 'back and forth' dialogue even whilst engaged in another activity.</p> <p><u>How this is achieved</u> Children begin pair work and learn to 'turn and talk'.</p>	<p>Listens attentively with sustained concentration to follow a story without pictures or props. Listens to others in a larger group.</p> <p><u>How this is achieved</u> Children are encouraged to speak and listen to their peers in small 'key groups'.</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>	<p>Listening and Attention</p>



Termly break down of Reception developmental expectations

	explained at point of delivery.	accurately and in context. <u>How this is achieved</u> Children are encouraged to repeat and think of sentences with key vocab from story / teaching point.				
Can respond to instructions with two or more parts. <u>How this is achieved</u> Play games such as <i>Simon Says</i> , adding multiple actions.	Is able to demonstrate understanding in their conversations with others by responding appropriately. <u>How this is achieved</u> Adults to scaffold conversations and support two-way dialogue through their interactions.	Answers 'how' and 'why' questions about their experiences and in responses to stories or events <u>How this is achieved</u> Stories are shared throughout the day, with key vocab being gathered and explained at point of delivery.	After listening to stories can express views about events or characters in the story and answer questions about why things happened. <u>How this is achieved</u> Stories are shared throughout the day, with key questions being asked	Carries out instructions which contain several parts in a sequence. <u>How this is achieved</u> Activity that involves listening to a series of instructions and drawing pictures relating to the instructions.	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.	Understanding
In a range of situations, begins to offer their ideas and simple explanations.	In different play situations such as storytelling and role play, children	Expresses themselves effectively, using full sentences using	Demonstrates a developing use of connectives, drawing on	Recounts experiences and imagine possibilities, often connecting	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;	Speaking



Termly break down of Reception developmental expectations

<p>events, using new vocabulary accurately and in context.</p> <p><u>How this is achieved</u> Children are prompted to give their ideas in key groups, play, circle time sessions.</p>	<p>develop their own narratives and explanations. More complex language structures are used to connect ideas.</p> <p><u>How this is achieved</u> There are planned opportunities in different areas of provision in the environment e.g. <i>puppets in reading area, small world toys near construction, domestic role-play.</i></p>	<p>past and present tenses.</p> <p><u>How this is achieved</u> Interactions ensure children speak in whole sentences – adults to model this using <i>echo, repeat, add new vocab</i> strategy.</p>	<p>modelled examples from teaching when talking about their experiences.</p> <p><u>How this is achieved</u> Teachers will model how to use a connective and ask children to echo back in talk.</p>	<p>ideas. Uses new vocabulary in imaginative ways to add information, express ideas, explain and justify actions</p> <p><u>How this is achieved</u> Adults collect new vocabulary in a ‘bank’, from key texts and stories and encourage children them to use/refer to them in everyday talk.</p>	<p>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> <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>	
Physical Development						



Termly break down of Reception developmental expectations

<p>Able to use precision to control and manipulate resources and small equipment.</p> <p><u>How this is achieved</u> Access to equipment such as puzzles, book, small world, construction, craft tools and cutlery.</p>	<p>Begins to show some accuracy in mark making activities such as drawing and writing.</p> <p><u>How this is achieved</u> Children practise writing their name of letters from their name in daily morning activities.</p>	<p>Is proficient in handling equipment and tools, (including cutlery) effectively.</p> <p><u>How this is achieved</u> Children have opportunities to use a range of readily-accessible resources such as scissors. Staff monitor children at lunchtime and correct how they handle cutlery.</p>	<p>Uses a secure hold to write comfortably and effectively.</p> <p><u>How this is achieved</u> Daily handwriting practise using Letter Join, with staff correcting any pencil grip.</p>	<p>Manipulate paper and pens when writing and drawing. Graphics are legible showing good control and coordination.</p> <p><u>How this is achieved</u> Expectations are raised to ensure children write more frequently in exercise books in preparation for Y1.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Fine Motor</p>
<p>Is able to adjust speed.</p> <p><u>How this is achieved</u> Games such as <i>Traffic Light</i> game are introduced in the hall.</p>	<p>Is able to adjust speed, direction and position.</p> <p><u>How this is achieved</u> A range of games are played such as <i>Beans, Traffic Lights and Sharks</i>, in the hall and playground.</p>	<p>Shows good control in large and small movements.</p> <p><u>How this is achieved</u> Weekly focus Write Dance groups develop gross motor skills and then translate into fine motor using writing materials.</p>	<p>Shows good control, coordination and agility in large and small movements, safely negotiating space.</p> <p><u>How this is achieved</u> Obstacle courses are made using PE equipment in the hall and</p>	<p>Hops and skips when playing games or in time to music.</p> <p><u>How this is achieved</u> A simple dance routine is taught to a piece of music for children to practise and perform.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Gross Motor</p>



Termly break down of Reception developmental expectations

			encouraged in children's outdoor play.			
Literacy						
<p>Talks about what they have read showing some understanding, drawing on new vocabulary.</p> <p>Demonstrates emotional engagement with the content.</p> <p><u>How this is achieved</u> During story time, teacher will pose questions relating to basic inference and retrieval questions.</p>	<p>Links sounds to letters when segmenting and blending CVC words.</p> <p><u>How this is achieved</u> In discrete Phonics sessions, children will learn initial sounds and begin to orally sound out simple words.</p> <p>Will retell stories and poems in their play using vocabulary acquired from their reading experiences.</p> <p><u>How this is achieved</u> Children will receive '5 a Day' literary based activities e.g. Nursery Rhymes,</p>	<p>Uses phonic knowledge to decode regular words, reading them aloud accurately.</p> <p>Can read some common irregular words.</p> <p><u>How this is achieved</u> Phase 3 Phonics: In discrete Phonics sessions, children will begin to read a range of words including Phase 3 digraphs and recognise 'tricky' words by sight.</p> <p>Will select a book to share or read for own pleasure and may show preference for theme, particular</p>	<p>Able to demonstrate speedy recognition of familiar printed words. Reads and understands simple sentences. Able to anticipate key events in stories</p> <p><u>How this is achieved</u> Adults will work with children in small focus groups, and on a 1-1 basis, to develop speedy word recognition, using flashcards and home reader books.</p>	<p>Uses phonic, semantic and syntactic knowledge to read phonically regular words of more than one syllable. Reads many common exception words and irregular words to understand new vocabulary in a familiar story or text. Describes in their own words what they have read in a non-fiction or fiction text using a range of new vocabulary with accuracy and confidence, answering questions, making inferences and predictions about what might happen next.</p> <p><u>How this is achieved</u></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>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>	Word Reading



Termly break down of Reception developmental expectations

	<p>Stories and Poems. They'll be encouraged to use these within play.</p>	<p>characters or familiar authors. How this is achieved Books will be displayed around the classroom, in different areas of the provision and staff will model accessing these and reading them to children.</p>		<p>Children will read in guided reading groups with an adult, and on a weekl 1-1 basis. Books are sent home each week, that match their phonics level and reading for pleasure.</p>		
<p>Independently chooses to write for different purposes, initially articulating their thoughts thorough the spoken word. How this is achieved Access a range of mark-making tools and resources in play. Adults to scribe what the children say.</p>	<p>Segments CVC words and uses appropriate letters, that are recognisable to represent sounds in their writing. How this is achieved Order jumbled-up magnetic letters to make a simple CVC word <i>e.g. pat.</i> Children practise daily name writing for their morning acti</p>	<p>Uses their phonic knowledge to write words in ways which match their spoken sounds. Writes some common irregular words. How this is achieved Children to use whiteboards and pens during Phonics sessions to write dictated words. In play, children access mark-making resources to write</p>	<p>Writes simple phrases and sentences which can be read by themselves and others, with some words spelt correctly using appropriate strategies such as phonics and common exception words How this is achieved Children complete weekly focus activities in English</p>	<p>Segments CVC words and uses appropriate letters, that are recognisable to represent sounds in their writing. Uses key features of narrative in their own writing to describe a familiar event or create a story. How this is achieved Children begin to complete more regular activities in English books relating to their</p>	<p>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>	<p>Writing</p>



Termly break down of Reception developmental expectations

		for a range of purposes.	books relating to their topic.	topic. They also are set 'writing challenges' each day.		
Maths						
<p>Understands the relationship between a group of objects and the corresponding number. Counts reliably and creates groups of numbers up to at least 5 and is able to place numerals to at least 5 in order.</p> <p><u>How this is achieved</u></p> <p>Children will complete activities such as <i>matching a number of stickers to a numeral, creating groups of objects of 4.</i></p>	<p>Accurately counts fixed objects to 5 and recognises numerals to at least 5 out of sequence. Recognises up to 3 objects (without counting) in a range of orientations and different sizes.</p> <p><u>How this is achieved</u></p> <p>Regular assessments of number recognition. Subitising activities such as dice games to recognise an amount without counting.</p>	<p>In self-initiated play begins to record numbers and mathematical thinking with own purpose.</p> <p><u>How this is achieved</u></p> <p>Whiteboards and pens are used and modelled alongside a counting activity, to support writing numerals or drawing circles to represent an amount.</p>	<p>Counts reliably and represents numbers beyond 10 using a range of manipulatives.</p> <p><u>How this is achieved</u></p> <p>Children complete weekly focus activities in Maths books relating involving representing 10 in a range of ways e.g. <i>eggbox method, manipulatives etc.</i></p>	<p>Creates number lines to support their calculations of simple addition and subtraction facts and problem solving. Uses manipulatives to demonstrate some number bonds within 10.</p> <p><u>How this is achieved</u></p> <p>Children are set daily Maths challenges and expected to create a range of ways of representing 10 e.g. <i>eggbox method, abacus' and tens frames.</i></p>	<p>Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p>	<p>Numbers</p>



Termly break down of Reception developmental expectations

<p>Creates patterns by lining, placing, building and arranging. <u>How this is achieved</u> Orders three or more measures (size, weight and capacity) whilst playing, for example with sand, water or in the mud kitchen.</p> <p>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints <u>How this is achieved</u> Follow a range of instructions during a simple game such as <i>Simon Says</i>.</p>	<p>Use of measures (size, weight and capacity) when comparing and combining quantities <u>How this is achieved</u> In the Maths, Water and Outdoor provision there will be a range of resources to be used with adults and peers to develop mathematic language around measure. <i>E.g. cylinders, measuring tapes, buckets etc.</i></p>	<p>Will demonstrate thinking through use of verbal number sentences / number stories and may choose to record these. <u>How this is achieved</u> In small focus groups, the adults will represent 2 groups and verbally talk through a number sentence, with children echoing back before drawing/writing their own calculation.</p>	<p>Verbally counts beyond 20. Uses resources to create parts of a whole, to partition pairs of numbers up to 10, to distribute quantities equally and represent double facts. <u>How this is achieved</u> Children complete weekly focus activities in Maths books relating involving representing a range of number problems <i>e.g. part-part-whole methods, number bonds, double and halving facts.</i></p>	<p>Begin to count reliably with numbers from 10 to 20. <u>How this is achieved</u> Children begin to recite, recognise, place them in order and can write numerals with some accuracy.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Numerical Patterns</p>
Understanding the World						
<p>Talks about similarities and differences between themselves and others and among</p>	<p>Uses appropriate past and present tenses, building on new vocabulary introduced from</p>	<p>Talks about the lives of the immediate people around them and</p>	<p>Know some similarities and differences between things in the past and now,</p>	<p>Understand that lives were different in the past drawing on information</p>	<p>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</p>	<p>People & Communities</p>



Termly break down of Reception developmental expectations

<p>families and communities.</p> <p><u>How this is achieved</u> During circle time in key groups, children are encouraged to share about their families.</p>	<p>shared experiences such as visits to local places and visitors from the community.</p> <p><u>How this is achieved</u> A class timeline begins to be constructed of children’s time in Reception, including with visits/visitors, and referred to frequently.</p>	<p>their roles in the wider community.</p> <p><u>How this is achieved</u> Visitors such as nurses, dentist and police offers are invited into school to support community links and brought into role-play in class. Children are encouraged to use new vocabulary in play.</p>	<p>drawing on personal experiences and what has been read and shared in class from a range of sources for example fiction.</p> <p><u>How this is achieved</u> Children will hear a range of stories/ non-fiction texts that discuss the past.</p>	<p>shared from different sources.</p> <p><u>How this is achieved</u> Children will sort objects/photographs into groups of old/modern day.</p>	<p>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>Are able to draw on knowledge of their immediate environment referencing points of interest through different ways.</p> <p><u>How this is achieved</u> iPads will be given to children to take photos of school site on nature walks.</p> <p>Explore some similarities and begin to recognise some</p>	<p>Can make observations including making drawings of animals and plants.</p> <p><u>How this is achieved</u> ‘Animal Man’ visitor will come into school with a range of animals to provoke their interest, and be encouraged to draw these during their play.</p>	<p>Can describe their immediate environment, explaining some similarities and differences between life in this country and life in other countries.</p> <p><u>How this is achieved</u> Children will begin attending Collective Worship, where topical themes are</p>	<p>Understands that different people around the world have different beliefs, attitudes, customs, traditions and roles in society and why it is important to treat them with respect. Finds out about and uses a range of technology to support their understandings.</p>	<p>Can demonstrate a developing knowledge of a diverse ecology from the wider community e.g. country parks and larger towns. Knows that the environment and living things are influenced by human activity. Can describe some actions which people in their own community do that</p>	<p>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>The Natural World</p>



Termly break down of Reception developmental expectations

<p>differences in religious beliefs and cultural communities. Have a developing awareness of life and how it differs in other countries.</p> <p>Drawing on practical experiences, books and personal observations, knows that living things live, grow and die.</p> <p><u>How this is achieved</u> Autumn walks around the site to collect leaves and teachers to explain seasonal changes.</p>	<p>Can discuss, drawing on knowledge from a variety of experiences, the similarities and differences observed between natural environments, e.g. community green spaces, parks.</p> <p><u>How this is achieved</u> Children will explore the local community through visits, photographs and site walks.</p>	<p>covered, as will Religious festivals will be shared.</p>	<p><u>How this is achieved</u> Festivals from around the world/religions will be celebrated and researched in more detail e.g. <i>Easter and Lunar New Year.</i></p>	<p>helps to maintain the area they live in.</p> <p><u>How this is achieved</u> A range of local maps are referred to in Circle Time sessions and children will look at human impact, such as litter, around the Hawkesley site and act upon this.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
Expressive Arts & Design						
<p>Selects appropriate resources to express themselves</p>	<p>Safely uses and explores a variety of materials, tools</p>	<p>Uses what they have learned to create with a</p>	<p>Through their explorations finds out and make</p>	<p>Responds imaginatively to art works and objects,</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of</p>	<p>Being imaginative & expressive</p>



Termly break down of Reception developmental expectations

<p>imaginatively e.g. through role play, simple narratives and natural explorations of materials.</p> <p><u>How this is achieved</u> Role-play areas are set up so children can imitate known situations e.g. domestic/real-life role play.</p>	<p>and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>How this is achieved</u> In small groups, adults will model focus art sessions based upon a significant artist, such as Van Gogh.</p>	<p>purpose, explaining the process. These creations may be used to support role play and storytelling.</p> <p><u>How this is achieved</u> Children will begin to review their work from focus sessions and articulate how they've created this, including key vocabulary.</p>	<p>decisions about how materials, tools and techniques can be combined and changed.</p> <p><u>How this is achieved</u> In DT week, children will access challenges on how to change colours, change food state and attach a range of materials.</p>	<p>e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</p> <p><u>How this is achieved</u> Interactions will provide a running commentary from staff that model this level of thinking: in play, during focus activities, during whole class inputs.</p>	<p>well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	
<p>Selects appropriate resources to start to invent, create, adapt and recount their individual expressions and creativity.</p> <p><u>How this is achieved</u> Adults model how to self-select resources and how to use them during play and in focus groups.</p>	<p>Sings songs, makes music, dances and tells stories.</p> <p><u>How this is achieved</u> Instruments are used in a weekly music session, but also available in the classroom and outdoors so children can access them during play.</p>	<p>Sings songs, makes music, dances and tells stories, experimenting with ways of changing them.</p> <p><u>How this is achieved</u> Role play areas are resourced with puppets, instruments and CD player to develop children's</p>	<p>They can express their own ideas, thoughts and feelings through design and technology, art, music, dance, roleplay and stories. Talks about ideas and processes which have led them to make music, dance,</p>	<p>Can talk about features of their own and others work and expressions of creativity, recognising the differences between them and the strength of others.</p> <p><u>How this is achieved</u> Reflection times for children to appraise their work and their peers are added in</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; Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Creating with materials</p>



Termly break down of Reception developmental expectations

		creativity in telling stories.	designs, images or products. <u>How this is achieved</u> Children will participate in DT week, with a specific focus given by DT lead.	after directed Art/DT input.		
--	--	---------------------------------------	--	-------------------------------------	--	--