

Albrighton Primary School & Nursery

Reception Sequenced Curriculum Skills



'The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes *teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.*

This document maps out the progression of skills from Autumn 1 to Summer 2 for each area of learning; prime and spzxecific. It is

closely linked to our long-term plans for each term and topic. We believe these are the key skills that pupils should have when leaving Reception. This curriculum will equip pupils with the skills they need to engage with (and master) the Year 1 curriculum and beyond. Although we consider ELGs as an end point to assess pupils against, we do not plan to these. We plan to ensure that pupils engage in a broad, balanced and holistic curriculum which has been carefully considered so that they encounter topics, vocabulary and subject matter that they will revisit in KS1, thus, embedded this learning in their long-term memory. **Where direct links have been made between the EYFS and KS1 curriculum for wider subject areas, these are mentioned in red. Individual subject leaders map out their subject starting in Ealy Years.**

Communication and Language

ELG Listening, Attention and Understanding

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.

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.

Area	Pre-school end goals (3-4)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, attention and understanding English	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.	To understand how to listen carefully. To understand why listening is important. To be able to follow instructions/ directions.	To engage in story times, joining in with repeated phrases and actions. To begin to understand how and why questions. To respond to instructions with more than one step.	To ask questions to find out more. To begin to understand humour. To understand a range of complex sentence structures.	To understand questions such as who, what, where, when, why and how.	To retell a story. To follow a story without picture prompts.	To have conversations with adults and peers with back and forth interactions.
Speaking English	To use sentences with joining words such as and, or, because.	To talk in front of a small group using the joining words developed previously. To talk to their teacher and other supporting adults. To learn new vocabulary linked to topic and new knowledge acquired.	To answer questions in front of a whole class. To use new vocabulary throughout their learning and play (including topic specific).	To develop confidence to talk to other adults they know at school applying new vocabulary.	To share their work with others. To use new vocabulary in a range of contexts, applying it in different situations.	To link statements and stick to a main theme. To engage in non-fiction books and share some facts they have learnt	To talk to a range of adults around the school. To talk about and explain why things happen. To talk in sentences

					To develop a sense of using the correct tense.	from discussion.	using a range of tenses.
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Personal Social and Emotional Development

ELG Self - Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
 Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
 Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
 Explain the reasons for rules, know right from wrong and try to behave accordingly.
 Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG Building Relationships

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.

Area	Pre-school end goals (3-4)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-regulation PSHE	Negotiate solution to conflicts within play.	To recognise different emotions.	To talk about how they are feeling;	To maintain their focus during longer	To manage their feelings and emotions using a range	To be able to maintain their focus during small	To be able to maintain their focus during

		<p>To understand how people show emotions.</p> <p>To focus during short whole class activities.</p> <p>To follow one-step instructions</p>	<p>comfortable, uncomfortable.</p> <p>To consider how others are feeling and how their behaviour affects that.</p> <p>To begin to change their behaviour to a range of situations.</p>	<p>whole class input sessions.</p> <p>To follow an instruction which involves more than one step.</p> <p>To consistently adjust behaviour in a range of situations.</p>	<p>of learnt techniques.</p> <p>To continue to consider the needs and feelings of others.</p>	<p>group and whole class teaching sessions and independent learning activities.</p>	<p>extended whole class teaching sessions and independent learning activities.</p>
<p>Managing Self</p> <p>PSHE</p>	<p>Meet age-appropriate needs of self-care</p> <p>To put on coat To wash hands To use the toilet</p>	<p>To independently be able to</p> <ul style="list-style-type: none"> -use the toilet -wash hands -put coat on -change shoes into wellies <p>To explore the reception classroom.</p> <p>To begin to understand classroom expectations and G2BG rules.</p>	<p>To have confidence to try new activities.</p> <p>To develop ability to follow classroom rules.</p> <p>To feel a sense of pride when achieving class hero/star of the day.</p>	<p>To identify the names of healthy foods.</p> <p>To independently fasten coat zip.</p> <p>To understand why dental hygiene is important.</p>	<p>To begin to show resilience and perseverance when faced with a challenge exploring opportunities for growth mindset.</p>	<p>To demonstrate a good level of independence in ability to manage basic needs.</p> <p>To independently put on uniform including socks, shoes, do up zips and buttons.</p>	<p>To show a 'can do' attitude to change and transition.</p> <p>To see change as a new and exciting opportunity.</p>

<p>Building Relationships</p> <p>PSHE</p>		<p>To seek support from adults when needed. To gain confidence to speak to others in their class and to adults.</p> <p>To play with children who are playing the same activity.</p>	<p>To identify adults who are 'safe adults' who they can speak to if they are feeling uncomfortable.</p> <p>To begin to develop friendships.</p>	<p>To begin to work as part of a group with support.</p> <p>To take turns during group work or when playing games together.</p>	<p>To listen to the ideas of others.</p> <p>To find solutions to disagreements with support.</p>	<p>To develop relationships with other adults in school to support transition.</p> <p>To communicate with a range of people with the school community.</p>	<p>To listen to others and be able to find solutions and compromise during activities and play.</p> <p>To have developed strong friendships.</p>
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Physical Development

ELG Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paintbrushes and cutlery.

Begin to show accuracy and care when drawing.

Area	Pre-school end goals (3-4)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Gross Motor Skills</p> <p>PE</p>	<p>Develop movement, balance and riding</p>	<p>To move safely within a given space.</p> <p>To stop safely.</p>	<p>To run, change direction and stop on a given signal.</p>	<p>To demonstrate control over their body when moving around the hall.</p>	<p>To throw and catch with a partner.</p>	<p>To play by rules given and develop a greater sense</p>	<p>To negotiate a range of obstacles and events developing a</p>

	<p>To go up and down stairs with alternate feet</p> <p>Skip. hop and stand on one leg</p>		<p>To jump, hop, balance and move in a variety of ways with increasing control.</p>	<p>To create a short sequence using shapes, balances and travelling movements.</p> <p>To develop rolling safely in a space.</p>	<p>To roll and track a ball.</p> <p>To dribble a ball using hands and then feet.</p> <p>To develop accuracy when throwing to a target.</p>	<p>of coordination.</p>	<p>greater sense of coordination.</p> <p>To develop muscle strength when running a short distance.</p>
<p>Fine Motor Skills</p> <p>English</p> <p>DT</p>	<p>Use tools with comfortable grip and good control</p>	<p>To use a dominant hand.</p> <p>To mark make using shapes and lines.</p> <p>To begin to explore the tripod grip when using mark making tools.</p> <p>To understand 'pinchy parrot'.</p> <p>To thread large beads.</p> <p>To hold easy grip scissors correctly and make snips in paper.</p> <p>To make points in playdough by pinching.</p>	<p>To hold a knife and fork correctly.</p> <p>To begin to use anti-clockwise movements to trace vertical lines.</p> <p>To begin to hold standard scissors correctly and cut along a straight line.</p> <p>To use a tripod grip</p>	<p>To hold scissors correctly and cut along zigzag and curved lines.</p> <p>To use a tripod grip for mark making.</p> <p>To thread with small beads and small hole lacing cards.</p> <p>To write taught letters correctly using the correct formation.</p>	<p>To cut out large shapes.</p> <p>To begin to control the size of formed letters.</p>	<p>To cut out shapes in different papers, cards and materials.</p> <p>To paint using thinner brushes.</p> <p>To control the size of formed letters and consider where they sit on the line.</p>	<p>To create detail in drawings using a range of tools.</p> <p>To cut out shapes, letters and resources with skill and accuracy.</p> <p>To independently use a knife and fork and cut up food.</p>

			when mark making. To write their own name using the correct formation.				
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Literacy

ELG Comprehension

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, nonfiction, rhymes and poems and during role play.

ELG Word Reading

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.
 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.

Area	Pre-school end goals (3-4)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension English	Talk about stories they have enjoyed listening to	To use pictures to tell stories, To listen to stories read and engage in story time. To independently look at a book sharing ideas with a friend and holding the book the correct orientation.	To sequence familiar stories, To join in with repeated phrases and actions in stories.	To role play and act out stories they have heard. To begin to understand the sequence of a story, identifying the	To begin to predict what might happen next in a story. To suggest what might happen at the end of a story.	To begin to answer a mixture of retrieval and vocabulary questions about what they have read.	To use a book to find the answer to a given question. To talk about the blurb of

		To talk about traditional tales they know.	To begin to answer questions about stories read to them. To enjoy an increasing range of books, which may include fiction, non-fiction and rhyme.	beginning, middle and end.	To identify and talk about the characters in a book.	To use vocabulary that is influenced by their experience of books. To answer questions about facts they have found in non-fiction books (linked to topic).	a book and its purpose.
Word Reading English	To hear initial sounds in words To hear rhyming words Record using pictures with increasing details	To recognise their written name (during self-registration). To orally blend and segment. To begin to know the alphabet chant. To recognise taught phonemes from Phase 2 (W3-W6) To begin to blend CVC words.	To know the alphabet chant. To recognise the red words; the, I, he, she, is, to, go, of, as, we, are, you, into. To recognise taught phonemes from Phase 2 (W8-W11)	To recognise the red words; me, be, his, no, so, has, do, her. To recognise taught phonemes from Phase 3 (W13-W19) To read CVCC words. Read aloud simple	To recognise the red words; my, by, ask, our, says, they, said, was, were, put, all, there, like To recognise taught phonemes from Phase 3 (W19-W23) To read CVCC words.	To recognise the red words; here, where, today, when, what, come, some, push, pull. friend, school, out. To recognise taught phonemes from Phase 3 (W25-W29)	To recognise the red words; one, once, your, love, house, full, little. To recognise taught phonemes from Phase 3 (W31-W33) Read nouns and adjectives

			<p>To read CVC words including -s ending.</p>	<p>sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>To read CVC words with -es and -ed endings</p> <p>Read sentences with contraction words.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>with -er ending</p> <p>Read CCVCC words and sentences including Yr1 CEWs</p> <p>Read CCCVC words and sentences including Yr1 CEWs</p> <p>Read CCCVCC words and sentences including Yr1 CEWs</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge.</p>
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<p>Writing</p> <p>English</p>	<p>To write some familiar letters</p>	<p>To copy letter shapes which are familiar to them e.g. from their name, Mummy, Daddy.</p> <p>To give meaning to the marks they make and write.</p> <p>To copy taught shapes and letters.</p> <p>To write the initial sounds in some words.</p>	<p>To write their name.</p> <p>To begin to use the correct letter formation of most taught letters.</p> <p>To write words and labels using taught sounds.</p> <p>To begin to write captions using taught sounds.</p> <p>Begin to spell some red words.</p>	<p>To form lower case letters correctly from the correct starting point.</p> <p>To begin to write a sentence using a finger space.</p> <p>To spell words by identifying the correct phonemes and representing using correct graphemes.</p> <p>To begin to write using finger spaces.</p>	<p>To begin to form capital letters correctly.</p> <p>To understand that sentences start with a capital letter and end with a full stop.</p> <p>To write sentences using fingers spaces and full stops.</p> <p>To spell red words in line with phonics scheme.</p>	<p>To begin to write longer words which are spelt phonetically using a phoneme mat.</p> <p>To begin to use a capital letter at the start of a sentence.</p> <p>To recognise that a sentences doesn't necessarily end at the end of a line.</p> <p>To begin to read written work back to check for meaning.</p>	<p>To form lower and uppercase letters correctly.</p> <p>To think of a sentence, write a sentence, using fingers spaces, capital letter and full stop.</p> <p>To read written work back to check for meaning and begin to identify changes that need to be made.</p>
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Mathematics

ELG Number

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.

ELG Numerical Patterns

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.

Area	Pre-school end goals (3-4)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number Maths	Link numerals and amounts to solve real world Maths problems	<p>To recognise numbers 1-5</p> <p>To begin to subitise to 5 (understanding the basic meaning of subitising)</p> <p>To find one more within 5</p> <p>To find one less within 5</p> <p>To explore the composition of numbers to 5</p> <p>To match the written numeral to a quantity within 5</p> <p>Begin to form numbers 1 to 5</p> <p>To know some addition facts to 5</p>		<p>To recognise numbers 6-10</p> <p>To begin to subitise to 10</p> <p>To find one more within 10</p> <p>To find one less within 10</p> <p>To explore the composition of numbers to 10</p> <p>To understand that 6, 7, 8 and 9 are '5 and a bit'</p> <p>To match the written numeral to a quantity within 10</p> <p>Begin to form numbers 1 to 10</p> <p>To estimate the number of objects</p> <p>To match pairs of numbers that make 10</p>		<p>Begin to learn double facts</p> <p>To recognise numbers to 20</p> <p>To continue to recall number bonds to 10</p> <p>To write all numbers to 10 using the correct formation</p>	<p>To know addition facts to 10.</p> <p>To know subtraction facts to 5.</p> <p>To talk about how numbers 11-19 is one ten and ones.</p> <p>To recall all double facts to 10.</p>
Numerical patterns		<p>To identify which group of objects has more.</p> <p>To identify which group of objects has less.</p>		To count to 15.	To begin to understand the difference	To add two quantities to	To know that 1, 3, 5, 7, 9 are odd

<p>Maths</p>		<p>To compare quantities up to 5. To compare equal and unequal groups. To count forward to 5 and then to 10. To order numbers to 5</p>	<p>To count given objects to 10</p> <p>To order numbers to 10</p> <p>To compare quantities to 10</p> <p>To find the missing number from a number line</p>	<p>between odd and even numbers to 10.</p> <p>To combine two groups of objects by counting them altogether.</p> <p>Recognise an amount of objects by their position on a tens frame.</p> <p>To take objects away and talk about how many are left.</p>	<p>find the total.</p> <p>To subtract a one-digit number from another one-digit number.</p> <p>To count to 20.</p>	<p>numbers and 2, 4, 6, 8, 10 are even numbers.</p> <p>To find half of numbers up to 10.</p> <p>To share quantities equally.</p> <p>To begin to count in 2s.</p>
<p>Shape, space and measure</p> <p>Maths</p>		<p>To sort objects against given criteria</p> <p>To compare length, capacity, height, weight and size</p> <p>To complete a repeating pattern of 2 objects or colours</p> <p>To recognise and name circle, square, rectangle and triangle.</p>	<p>To order days of the week</p> <p>To measure height using cubes</p> <p>To begin to name 3D shapes: cube, sphere, cuboid, pyramid, cylinder</p> <p>To begin to explore the properties of 3D shapes</p>	<p>To continue to explore measure through different contexts</p> <p>To begin to recognise the times on the clock to o'clock</p>		

		<p>To begin to explore the properties of 2D shapes</p> <p>To make shape pictures</p> <p>To identify days of the week through routines and the daily calendar</p> <p>To sequence daily events using words related to time</p>	<p>To complete a repeating pattern with more than 2 variables of objects or colour</p>	
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Understanding the World

ELG Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG People, Culture and Communities

- 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, nonfiction texts and (when appropriate) maps.

ELG The Natural World

- 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.

Technology

The expectation is that pupils will be introduced to technology and taught the necessary skills outlined in our Computing Programme of Study.

Area	Pre-school end goals (3-4)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Past and Present</p> <p>History</p>	<p>To talk about recent events in own life</p>	<p>To recognise that the past refers to something that has already happened.</p> <p>To recognise that we live in the present.</p> <p>To respond to the question, 'How do we know these people lived in the past?'</p> <p>To recognise that clothing and lifestyles were different in the past to the present.</p>	<p>To talk about the lives of people around us.</p> <p>To know some similarities and differences between the past and present.</p> <p>To respond to the question, 'What was Christmas like in the past?'</p>	<p>To identify how they have changed from when they were a baby.</p> <p>To recognise a basic timeline of their own lives.</p>	<p>To know some similarities and differences between the past and present.</p> <p>To respond to the question, 'How was transport different in the past?'</p>	<p>To talk about the life of a significant person.</p>	<p>To respond to the question, 'What was visiting the seaside like in the past? How is it different to our own experience?'</p>
<p>People, Culture and Communities</p> <p>RE</p> <p>PSHE</p> <p>Geography</p>	<p>To talk about what they see in their own environment</p>	<p>To be able to talk about their own lives- family, school world, community</p> <p>To recognise similarities and differences between themselves and their peers</p> <p>To recognise that many of the traditional tales</p>	<p>To identify different celebrations and how people celebrate</p> <p>To talk about how Hindus celebrate Diwali</p>	<p>To know about the people who help us within the local community</p> <p>To talk about Chinese new year</p>	<p>To know that Christians celebrate Easter</p> <p>To understand by Christians put a cross in an Easter garden</p>	<p>To know that simple shapes are used to identify features on a map</p> <p>To know that stories are special to lots of</p>	<p>I can create a simple map</p> <p>To know which places are special and why</p>

		we know are set in the past	To know the Christmas story and how it is celebrated I know what the purpose is of a map	To know the name of the place they live To know that the village our school is in is called Albrighton		different people To know the names of some other world religions	
No Outsiders PSHE			To say what I think To explain things they like and can make their own mind up. To ask others what they think.	To understand that it's ok to like different things.	To make friends with someone different. To understand that everyone is different and they can make friends with anyone	To understand that all families are different To talk about who is in their family	To understand that people in their family are special
The Natural World Science Geography	To know there are different places. To know that there are different countries in the world	To know there are 4 seasons and know their names To be able to name a variety of every day materials and talk about how they feel and look.	To recognise signs of Autumn To understand some seasonal changes	To recognise signs of Winter To name different types of weather To recognise that some countries are hot and some	To recognise signs of Spring To know that Science can be used to help us To talk about how we can move toys	Explore the natural world making observations about plants and animals Understand there are similarities	To recognise signs of Summer To use terminology related to floating and sinking

		Begin to explain whether a material is natural or man-made		countries are cold. To name the continents of the World.	using a push or a pull	and differences within the natural world To use a range of age-appropriate equipment to help develop a simple line of enquiry	
Technology Computing		To show an interest in technology such as IWB, ipads, toys with knobs and buttons To become familiar with the parts of the laptop i.e. monitor, keyboard and mouse. Experiment with using touch screens and controlling the mouse	I can create a picture using a painting programme such as Doodle Buddy I can control my picture by using my finger on a touch screen I can use different size tools and different colours I can use a word processor to type a name label	I can explain how to use technology safely I can give reasons why we need to stay safe online	To know how to give a Beebot a simple command to follow a route To experiment with different Beebot instructions including direction, movement and number of steps	To use art software to create a natural image To consider the effect of different brush stroke, pens, colours, shapes and stamps	To use a word processor to type a simple sentence. To save a document.

Expressive Art and Design

ELG Creating with materials

- 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

ELG Being imaginative and expressive

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others and try to move in time with music

Area	Pre-school end goals (3-4)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Creating with Materials</p> <p>Art</p> <p>DT</p>	To join materials and explore texture	<p>To name colours</p> <p>To create simple representations of people and objects</p> <p>To create simple representations of characters and animals</p> <p>To explore different techniques for joining materials</p> <p>To draw and colour using pencils and crayons</p> <p>To use colours for a purpose</p> <p>To create an object out of clay</p> <p>To use simple printing techniques and talk</p>	<p>To mix colours together to make new colours</p> <p>To mix colours to make a different shade of the same colour</p> <p>To explore food preparation to make a soup</p>	To explore a range of textures and materials to create a picture	<p>To make and design models with a purpose</p> <p>To select materials for a purpose</p>	<p>To explore food preparation techniques to make a sandwich</p> <p>To design and use a model</p>	<p>To used more refined collage techniques.</p> <p>To design and create a ship out of construction materials</p>

		<p>about the effect they have.</p> <p>To explore the work of a famous artist.</p>				
<p>Being Imaginative and Expressive</p> <p>Music</p>	<p>To enjoy listening to music and making sounds.</p>	<p>To experiment with our own voice to sing a range of songs</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about likes and dislikes relating to music</p> <p>To create repetitive patterns using percussion instruments</p> <p>To learn a range of Christmas songs</p>	<p>To join in with some whole school singing assemblies</p> <p>To create music patterns with un-tuned instruments</p> <p>To keep a beat when singing</p>	<p>To create own musical compositions using untuned instruments.</p> <p>To practise and learn a simple song using 5 notes on a glockenspiel.</p>		