## Reception- Curriculum Long Term Overview- 2023-2024 - This long term plan will adapt and change across the year dependent on children's progress, interests and our developing understanding and use of the new EYFS framework and non-statutory guidance materials.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Weds 6 <sup>th</sup> Sept – Thurs 19 <sup>th</sup> Oct	Tues 31 <sup>st</sup> Oct – Tues 19 <sup>th</sup> Dec	Thurs 4 <sup>th</sup> Jan – Fri 16 <sup>th</sup> Feb	Mon 26 <sup>th</sup> Feb – Thur 28 <sup>th</sup> Mar	Mon 15 <sup>th</sup> April–Thur 23 <sup>rd</sup> May	Mon 3 <sup>rd</sup> June – Fri 19 <sup>th</sup> July
	6½ weeks	7 weeks	6 weeks	5 weeks	6 weeks	7 weeks
Talk For Writing Text	Peace at Last	The 3 Billy Goats Gruff	Bear Hunt	The Gruffalo	Dear Zoo	The Little Red Hen
Topic Based Text	Owl Babies	Books linked to Diwali, Bonfire Night and Christmas	Handa's Surprise	Supertato	Yucky Worms	Commotion in the Ocean
Story Time Books	Pete the Cat – Rocking in my School Shoes The Colour Monster	Stick Man The Smed's and the Smoo's	Handa's Hen Where's My Teddy Emma Jane's Aeroplane Poles Apart	The Gruffalo's Child Zog	The Very Hungry Caterpillar Class 2 at the Zoo	The Rainbow Fish
Poetry Basket	Poetry Basket – 12 Autumn Term Poems with actions	Poetry Basket – 12 Autumn Term Poems with actions	Poetry Basket – 12 Spring Term Poems with actions	Poetry Basket – 12 Spring Term Poems with actions	Poetry Basket – 12 Summer Term Poems with actions	Poetry Basket – 12 Summer Term Poems with actions
Nursery Rhymes and Songs	-If you're happy and you know it -Head, shoulders, knees and toes -Open shut them -Tommy thumb -Wind the bobbin up (d/e) -Miss Polly had a Dolly -Rock a bye baby (d/e) -Wheels on the bus (c/d) -I'm a little teapot (c/d) -Name song	-10 Sparkling fireworks -Zoom zoom zoom -Its Diwali (Twinkl) -I'm a little Diva Lamp -Twinkle, twinkle little star -Jingle Bells -We wish you a Merry Christmas -When Santa got stuck up the chimney  Nativity Songs	-Here we go round the mulberry bush -Teddy bear teddy bear turn around -The bear went over the mountain -Teddy Bear's picnic -The grand old duke of York (c/d) -Ring of roses (c/d) -Hickory dickory dock (c/d) -Wandering and weaving down the street (CNY)	-The Gruffalo Song -Jelly on the plate -10 fat sausages -Polly put the kettle on -One potato, two potato -Little Peter Rabbit has a fly upon his nose -Sleeping bunnies -5 currant buns	-Animal Fair -We're going to the zoo -The Lion and the unicorn -Down in the jungle -Incy wincy spider -Little Miss Muffet -There's a little caterpillar on a leaf -There's a worm at the bottom of the garden -Ladybird, ladybird fly away home -This is the beehive	-Old Macdonald had a farm -Mary had a little lamb -Chick, chick chick chicken -Hickety Pickety my black hen -Baa baa black sheep (d/e) -Row, row boat (c/d) -1, 2, 3, 4, 5 once I caught a fish alive -When I was One pirate song
Celebrations/Special Occasions (Dates to be updated yearly)	Autumn – 23rd September Harvest Festival Black History Month – October	Black History Month – October Bonfire Night- 5 <sup>th</sup> November Diwali – 12 <sup>th</sup> November Advent and Christmas Winter- 21 <sup>st</sup> December	Chinese New Year — 10 <sup>th</sup> Feb Shrove Tues (Pancakes) — 13 <sup>th</sup> Feb	World Book Day – 7 <sup>th</sup> March Spring – 20 <sup>th</sup> March Mother's Day – 10 <sup>th</sup> March Ramadan – Approx. 10 <sup>th</sup> March to 9 <sup>th</sup> April (Approx.) Easter -29 <sup>th</sup> – 31 <sup>st</sup> March	Eid Al Fitr — 9 <sup>th</sup> April (Approx.)	Father's Day — 16 <sup>th</sup> June Eid Al Adha- 16 <sup>th</sup> June (Approx.) Summer -21 <sup>st</sup> June
Experiences, events, visits or visitors	-Phased Start -Story times with key adults in school e.g. Head Teacher, School Cook, PE teacher, DH and AH's -Exploring our new school environment	-Autumn Walk – introduction to environmental area -Nativity Performance -Christmas Party -Visit from Father Christmas	-Winter Walks -Chinese New Year Dragon Parade (wear red clothes) -Start attending Mon and Weds assemblies	-Spring walks -Gruffalo hunt -The Evil Pea on the loose – hunt for the Evil Pea around school -Visit from the Easter Bunny -Visit to St Andrew's Church -Visit from the police linked to catching the Evil Pea or visit from a doctor/dentist linked to being healthy	-School trip to Hamerton Zoo -Mini beast hunt environmental area -Visit from a postman or delivery driver	-Summer walk -Sports Day -Move Up Day and transition work -Visit to the school kitchen for baking with Mary -Lead our own class assembly -Enterprise – raising money
Role Play Opportunities/Ideas	Home corner – children should have access to role play areas/resources that link to home at all times. This may be a home corner set up or access to resources such as a cooker, plates and cups in the playdough area or through resources outdoors. It is vital that children are always able to role play what they know best. This also supports their historical learning, as they are likely to role play events from their own past or present.					
These are just ideas and may be changed due to children's interests or engagement. (Key for language development and PSED)	-Home Corner	-Home corner- celebration links -Billy Goats Gruff Performance Area -Santa's Workshop	-Home corner -Cave or dark tent/sensory area? -Chinese Restaurant	-Gruffalo Café -Fruit and Vegetable shop -Superhero HQ	-Post office -Vets -Creepy Crawly Café	-Bakery -Gym (sports day prep) -Pirate Ship

Literacy:	particularly if a text is used for 'Tal	eading: Children will listen to stories lking through stories'. Children will h	ave constant access to books in their	environment. Children will take ho	me story books each week to share a	at home with their family, once			
Reading & Phonics –		books matched to their level. Childr have different purposes; we read En							
Read, Write Inc. and Pre-Phonics skills (Including C&L, Literacy and PD links)	RWI speed sounds- Whole class sessions to be taught daily from the first full week. Pre-phonics skills embedded in the sessions.	RWI assessments- children grouped by ability across Reception.		d by ability across Reception and KS		cing.			
Literacy - Pre-writing and Letter Formation (Links to PD, particularly fine		Children will have continuous access to resources that promote fine and gross motor movement and coordination e.g. scissors, tweezers, playdough and tools, chalk, paint brushes, drawing materials, malleable play etc. Children will be encouraged to use large gross motor movements to make marks outdoors and to adapt the size of these movements when using paper indoors. During the year children will have access to play park equipment, parachutes, climbing frames etc. to ensure their muscles are well developed.  Progress tracking – Pencil grip to be observed and recorded at least every half term and children targeted depending on their needs.							
motor, and Literacy)			Dougł Handwritiı Fine motor control groups – i	- If necessary for year group n Disco ng patterns dentified by pencil grip charts					
			<b>.</b>	ed and name writing books ormation					
Talk for writing (Links to Comprehension, Communication and Language	Peace at Last- Simple retelling of the story learnt together as a class using a story map.	The Three Billy Goats Gruff- Simple retelling of the story learnt together as a class using a story map.	We're Going on a Bear Hunt- Retelling the story using a story map. Beginning to model innovation.	The Gruffalo- Retelling of the character description section of 'The Gruffalo' using a story map. The section that starts, 'But who	<b>Dear Zoo-</b> Retelling the story using a story map. Innovate the story together to share ideas.	The Little Red Hen- Retelling the story using a story map. Innovate the story together to share ideas.			
and Writing)	Recorded work: -Record of the child's retelling made by adult transcription/recorded for seesaw	Recorded work: -Record of the child's retelling made by adult transcription/recorded for seesaw -Acting out the story	Recorded work: -Children to create their own story maps with simple symbols and some initial sounds -Simple innovations onto predrawn story maps begin with main character, extend to settings	is this creature'  Recorded work: -Labelling the features of the Gruffalo using initial and dominant sounds -HA extended with simple sentences e.g. He is brown. He has tusks.	Recorded work: -Create a class book, children to create a page each. (Innovating by creating their own animal)	Recorded work: -5 finger written retell of the story			
Literacy – Topic Book	My family picture and labels	Firework pictures and initial	Progress Tracking - Holiday News	Progress Tracking -Holiday News	Progress Tracking -Holiday News	Progress Tracking - Holiday News			
Links (Links to PD, particularly fine		sounds for labels e.g. pop, bang, whizz	Handa's Surprise Zig Zag books- ordering pictures and writing at	Evil Pea Wanted posters	Worm fact files	Recipe writing			
motor, Literacy and EAD)  Name writing 5 x per year on		Writing lists for Santa –Initial sounds and extend to CVC	their level	Recount of trip to the church	Wormery instructions  Recount of our school trip	All about me for their new teacher			
progress tracking sheets									
Maths- Number Sense	Maths opportunities will be built into daily school life. Each morning will start with Calendar Maths. Children will have opportunities to build upon Maths skills taught by accessing the same resources in the Math								
Tractio Trainisci Sciisci	area during choosing time. Resources that promote and develop Maths skills will appear throughout the environment e.g. tape measure in construction, money and clocks in the role play area when appropriate.								
	Self planned – spatial reasoning, Construction and 3D shapes Number: Subitising and quantities to 3 - Book 1: Subitising 1 – 2 Book 2: Subitising 1 – 3	Self planned – spatitial reasoning, 2d shapes and shape puzzles Number: Subitising and quantities to 5 - Book 3: Subitising 1-4 (2 weeks) Book 4: Subitising 1-5	Number: Enumerating between 6 and 10 items - Book 5: Subitising 6-10 (2 weeks) Self planned – counting out up to	Self planned – spatial reasoning, symmetry, (including shape puzzles and construction Partitioning 2, 3, 4, 5 and 10 and number bonds for these numbers -	Self-planned – measures Composition of 6-9, and comparison of numbers to 10 - Book 11: composition of 6-9 (two weeks) Book 12: comparing numbers to	Pattern in numbers to 10 - Book 13: patterns in odd and even numbers Book 13: patterns in doubles Book 13: equal distribution Self- planned – pattern, spatial			
		Book 4: Subitising 1-5 (tens frame)	10 items from a collection	Book 6 and 7: partitioning 2 and 3 Book 8: partitioning 4 Book 9: partitioning 5 Book 10: partitioning 10 (2 weeks)	10 (two weeks)	reasoning (maps and plans), measures			

# Communication and Language

(Underpinned across all areas of learning and apart of all day to day teaching and learning)

See Talk for writing below for further links to Language Development.

Talking through story sessions linked to each half terms focus texts will further embed key vocab.

The development of children's spoken language will underpin the learning across all curriculum areas. Adults will constantly be modelling language for children through stories, songs, role play, conversations, questions and discussions. During play adults will comment on what children are doing, provide a commentary of what is happening and sensitively ask questions that allow them to elaborate. During conversations adults will echo back what children say to them, adding in new vocabulary and sensitively remodelling any grammar or words that may have been misused through recasting. We will use the statements and supporting examples in Development Matters as a guide, particularly when a member of staff feels a child is not developing at the appropriate rate so that we can tailor the support they need.

#### In order to develop children's C&L skills, in line with the Statutory Educational Programs and the Development Matters supporting materials, children will be provided with opportunities to:

- -Take part in regular, fun, engaging story sessions. Listening to a range of stories across the year. As well as, taking part in singing regularly and be exposed to a range of songs, rhymes and poems.
- -Have access to familiar books and unfamiliar books in their environment to promote language through retelling and creating their own stories. Including non-fiction books, comics and magazines.
  - -Have access to role play areas and small world resources linked to familiar experiences, familiar stories or children's interests to promote talk and new vocabulary.
  - -Learn new vocabulary ALL the time. Within story sessions, snack time, whole class carpet times, free choice play, small group tasks, role play... With adults modelling new words being key!

    -Take part in performances that include singing and speaking.
    - -Learn to share ideas with and listen to a talk partner. Being encouraged to ask questions to their partner to find out more.
- -Share their thoughts, ideas, interests, experiences and opinions through whole class discussions, show and tell, sharing of home learning etc. Being encouraged to ask their own questions to find out more.

  -Begin to develop their listening and attention skills in more formal setting e.g. assemblies, Phonics and visits from people from outside our school.

### Personal, Social and Emotional Development

(Including C&L and UTW links)

PSED learning will be supported by all adults, across the year throughout each and every day. Adults will naturally model and teach PSED skills through play, language and carpet sessions. We will use the statements and supporting examples in Development Matters as a guide, particularly when a member of staff feels a child is not developing at the appropriate rate so that we can tailor the support they need.

In order to develop children's PSED skills, in line with the Statutory Educational Programs and the Development Matters supporting materials, children will be provided with opportunities to:

-Access a wide range of resources independently within their learning environment. With a wide range of open ended resources and activities to allow them to develop their own ideas and set their own goals.

-Build secure relationships with other children and a range of important adults in school.

-Get to know their wider school community through inviting them into the classroom for story times, visiting them and taking part in assemblies, PE and whole school events.

-Meet new people, to in turn build up their confidence around people they may not know. E.g. through visits from different people who help us.

-Take on roles and responsibilities in class e.g. being the weather monitor, taking a lead in tidying up, being the line leader.

-Take part in events such as sports days, school trips, performances that build their confidence in new social situations.

-Learn to be Ready, Respectful and Safe in line with our Thorpe Motto and work together to create their own more personalised class rules and expectations.

-Share their feelings in a comfortable, safe and secure environment that encourages them to be open to how they feel and learn about the feelings of others.

-Learn new vocabulary about feelings through discussions, stories and experiences.

-Have opportunities to play games that involve turn taking and rules in pairs or small groups.

-Take part in whole school PSHE based curriculum days in an age appropriate way e.g. Anti-bullying week and NSPCC Pants sessions

### PSED Key Half Termly Focuses

Beginning and Belonging BFF	Family and Friends (Inc. Anti- Bullying) FFF	Identities and Diversity IDF	My Body and Growing Up BGF	Keeping Safe (Inc. Drug Education) KSF	Healthy Lifestyles HLF
	My Emotions MEF	Me and My World MWF			
-Settling in -Building relationships with key adults and children -Learning the rules and routines of school -Making friends -Road safety – local area walk	-Understanding that everyone has similarities and differences -Respecting others -Confidence when speaking to and performing for an audience	-New rules and routines – joining assembly	-Making healthy choices -Looking after our bodies — links to brushing teeth -Staying safe outside of school when on a trip and new rules that accompany this -Road safety — walk to the church	-Staying safe outside of school when on a trip and new rules that accompany this – Zoo trip -Seat belt safety – links to using the coach	-Coping with changes linked to transition -Building new relationships — new teachers -Performing for an audience — sports day -Coping with winning and losing — sports day

#### **Physical Development**

(Also supported through Prewriting sessions) Children have daily access to an outdoor area that provides a wide range of opportunities to develop their gross and fine motor skills. In this area children can practise skills over and over to improve their accuracy.

Adults model skills such as throwing and catching during play and join in games with children, allowing them to give tips and support on how the children can improve. Within the classroom, resources such as playdough, malleable materials, scissors, mark making materials etc. are always available for the children to use. Children are supported to be independent in their self-care. Children access 2 PE sessions a week, led by PE specialist teachers. These take place either indoors and outdoors and are a chance for them to be directly taught a range of skills such as gymnastics, dance, ball skills and team games.

In order to develop children's PD skills, in line with the Statutory Educational Programs and the Development Matters supporting materials, children will be provided with opportunities to:

-Access the outdoor area daily.

-Ride scooters and caterpillar riders.

-Use balls, bats, hoops, bean bags....

-Access age appropriate climbing equipment.

These experiences are starting points and may adopt and change based on interests and fascinations.  What comes out of an egg? Who is awake when it's dark? Are all houses made of bricks?  Who is awake when it's dark? Are all houses made of bricks?  Technology – Using ipads to take photos  Technology – Beebots- learn to use controls and to follow a simple route  What do I hear, see and smell when I am outside? Where in the world am I from?  Technology – Beebots- learn to use controls and to follow a simple route  What do you know about mini beasts? How does your garden grow?  What do you know about mini beasts? How does your garden grow?  What do you know about mini beasts? How does your garden grow?  What would you find in the deep dark wood?  What would you find in the deep dark wood?  What would you find in the deep dark wood?  What would you find in the deep dark wood?  What would you find in the deep dark wood?  What would you find in the deep dark wood?  What would you find in the deep dark wood?  What would you find in the deep dark wood?  What would you find in the deep dark wood?  What would you find in the deep dark wood?  What do I hear, see and smell when I am outside?  What do I hear, see and smell when I am outside?  What do I hear, see and smell when I am outside?  What do I hear, see and smell when I am outside?  What do I hear, see and smell when I am outside?  What do I hear, see and smell when I am outside?  What do I hear, see and smell when I am outside?  What do I hear, see and smell when I am outside?  What do I hear, see and smell when I am outside?  What do I hear, see and smell when I am outside?  What do I hear, see and smell when I am outside?  What do I hear, see and smell when I am outside?  What do I hear, see and smell when I am outside?  What do I hear, see and smell when I am outside?  What do I hear, see and smell when I am outside?  What do I hear, see and smell when I am outside?  What do I hear, see and smell when I am outside?  What do I hear, see and smell when I am outsid									
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World Experiences  Who is in my family?  What comes out of an egg? These experiences are starting points and may adapt and fascinations.  Are all houses made of bricks?  Are all houses made of bricks?  Are all houses made of bricks?  Children will be questioned about their (past working on one coabular) inkined they wild at the weekend, in the holidays, yesters on change because (white one holidays, yesters) and points and may adapt and fascinations.  Are all houses made of bricks?  Are all environments the same?  How do we keep aurselves health?  What are maps for?  What are		Children will have daily access to t	he outdoor area, in almost all weath	ers. The outdoor area includes a ran	ge of plants, which in turn attracts w	vildlife. Adults will ask questions of t	he children or make 'I wonder if		
## Who is in my family?  These experiences are starting points and may adapt and change based on interests and fascinations.  **Children will have the opportunity to explore painting, drawing, adaming, singing, music, role play, small UTW)  These experiences are starting points and may adapt and change based on interests and fascinations.  **Children will have the opportunity to explore painting for fireworks with real fast to any fast and spoints and may adapt and change based on interests and fascinations.  **Children will have the opportunity to explore painting for fireworks and fast and spaints and may adapt and change based on interests and fast and spaints and may adapt and change based on interests and fast and shade based on interests. The shade is a shade of bricks?  **Are all houses made of bricks?**  **These experiences**  **Unity should I not eat chocolate for breakfast?*  **The hoof of we keep safe around fire?**  **The hoof of we keep ourselves here and the bildly?**  **What and the holidays, vesterday etc.**  **What of wo do we keep ourselves healthy?**  **What and the weep ourselves healthy?**  **What and the word and I from?**  **The hoof of we keep ourselves healthy?**  **What and the holidays, vesterday etc.**  **What do who do we keep ourselves healthy?**  **What and the word and in the holidays, vesterday etc.**  **What and the word and the words and the holidays, vesterday etc.**  **What and the words and in from?**  **The hoof of we keep safe around fire?**  **What do a we keep safe around fire?**  **What do a we keep safe around fire?**  **What do a we keep safe around fire?**  **What and the holidays, vesterday etc.**  **What do a we keep safe around fire?**  **What and the holidays, ves		statements to develop their curios	ity and explorative skills. Natural ma	terials will be included within the er	nvironment e.g. shells in the maths, w	wooden sticks in construction at va	rious points to open up children		
These experiences are starting points and may adapt and change based on interests and foscinations.  Who is in my family?  What do you celebrate?  What do you celebrate?  What do you celebrate?  Who do we keep ourselves bealthy?  What comes out of an egg?  Who is awake when it's dark?  Are all houses made of bricks?  Who is awake when it's dark?  Are all houses made of bricks?  Are all houses made of bricks?  What do letters get to my house?  Technology – Beebots- learn to use controls and to follow a simple route  Where in the world and I from?  Technology – Beebots- learn to use controls and to follow a simple route  Where do you go to pray?  Who do we keep ourselves outside of school?  Who do we keep ourselves outside of school?  Why should I not eat chocolate for breakfast?  Who do we keep ourselves in ealthy?  What do you know about mini beasts?  How do yegetables change when cooked?  What do you know about mini beasts?  How do yegetables change when cooked?  What do you know about mini beasts?  How do yegetables change when cooked?  What do you know about mini beasts?  How do yegetables change when cooked?  What do you know about mini beasts?  How do yegetables change when cooked?  What do you know about mini beasts?  How do yegetables change when cooked?  What do you know about mini beasts?  How do yegetables change when cooked?  What do you know about mini beasts?  How do yegetables change when cooked?  What do you know about mini beasts?  How do yegetables change when cooked?  What do you know about mini beasts?  How do yegetables change when cooked?  What do you know about mini beasts?  How do yegetables change when cooked?  What do you know about mini beasts?  How do yegetables change when cooked?  What do you know about mini beasts?  How do yegetables change when cooked?  What do you know about mini beasts?  How do yegetables change when cooked?  What do you know about mini beasts?  How do yegetables change when cooked?  What do you know about mini beasts?  How do yegetables change when cooked?  Wha	Understanding the	talking about the items, where the	ey have seen them before etc. Conve	rsations will take place throughout t	the year about families, home life an	d experiences and parents will be er	ncouraged to share photos with us		
These experiences ore storting points and may adapt and change based on interests and foscinations.  Who is awake when it's dark?  Are all houses made of bricks?  What are maps for?  Technology – Using lpads to take photos  Technology – Beebots-learn to use cortrols and to follow a simple route  What Call, Literacy, PD and UTV  These experiences ore storting points and may adapt and change based on interests and foscinations.  These experiences and foscinations.  These experiences ore storting points and may adapt and change based on interests and foscinations.  These experiences or interests and foscinations.  The experiences or interests and foscinatio	World Experiences	through Seesaw. Children will be o	questioned about their 'past' working	g on vocabulary linked to what they	did at the weekend, in the holidays,	yesterday etc.			
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Are all houses made of bricks?  All what do you know about mini beasts?  How does your garden grow?  What do you know about mini beasts?  All world, construction, cut and stick, modelling etc. throughout side replay. Plother world in the deep dark wood?  What do you know about mini beasts?  Are all houses made follows a simple of reve play. Plother world in the deep dark wood?  All under	points and may adapt and		fire?	·	Why should I not eat chocolate	How do letters get to my house?	,		
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Expressive Arts and Design Experiences (Links with C&L, Literacy, PD and UTW)  These experiences or e starting points and may adapt and change based on interests and foliage based on interests and foliage last and slow  Miscal instruments – learning names of instruments, starting and stopping on command, playing fast and slow  Miscal instruments – learning  Musical instruments – learning  Musical instruments – learning  Musical instruments – learning  Musical instruments – learning out repeated patterns and beats  What do you know about mini beasts?  What would you find in the deep dark wood?  What would you find in the deep dark wood?  Where do you go to pray?  What would you find in the deep dark wood?  Where do you go to pray?  What do you know about mini beasts?  Pogress Tracking - Self Portraits progress fra		Are all houses made of bricks?			How do vegetables change when	_			
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Expressive Arts and Design Experiences (Links with C&L, Literacy, PD and UTW)  These experiences are starting points and may adapt and change based on interests and fascinations.  Musical instruments – learning and stopping on command, playing loudly and quietly, playing fast and slow  Musical instruments – Calendars  Musical instruments – learning and stopping on command, playing fast and slow  Musical instruments – learning and stopping on command, playing fast and slow  Musical instruments – learning and stopping on command, playing loudly and quietly, playing fast and slow  Musical instruments – learning and stopping on command, playing loudly and quietly, playing fast and slow  Musical instruments – learning and stopping on command, playing loudly and quietly, playing fast and slow  Musical instruments – learning and stopping on command, playing loudly and quietly, playing fast and slow  Musical instruments – learning and stopping on command, playing loudly and quietly, playing fast and slow  Musical instruments – learning and stopping on command, playing loudly and quietly, playing fast and slow  Musical instruments – learning and stopping on command, playing loudly and quietly, playing loudly and quietly, playing fast and slow  Musical instruments – learning and stopping on command, playing loudly and quietly, playing fast and slow  Musical instruments – learning and stopping on command, playing loudly and quietly, playing loudly and quietly, playing fast and slow  Musical instruments – learning and stopping on command, playing loudly and quietly, playing fast and slow  Musical instruments – tapping out repeated patterns and beats  Musical instruments – tapping out repeated patterns and beats  Musical instruments – tapping out repeated patterns and beats				<u> </u>					
Expressive Arts and Design Experiences (Links with C&L, Literacy, PD and UTW)  These experiences are starting points and may adapt and change based on interests and fascinations.  Musical instruments – learning and slow  Mosical instruments – learning in Wusical instruments – creating out out page and slow  Mere do you go to pray?  Where do you go to pray?  Children will have the opportunity to explore painting, drawing, dancing, singing, music, role play, small world, construction, cut and stick, modelling etc. throughout the continuous provision choices indoc an arage of open ended resources. Adults will model new skills and techniques for children to then explore free play. Children having access to a range of open ended resources. Adults will model new skills and techniques for children to then explore free play. Children having access to a range of open ended resources. Adults will model new skills and techniques for children to then explore free play. Children having access to a range of open ended resources. Adults will model new skills and techniques for children to then explore free play. Children having access to a range of open ended resources. Adults will model new skills and techniques for children to then explore free play. Children having access to a range of open ended resources. Adults will model new skills and techniques for children to then explore songs.  Progress Tracking – Self Portraits  Progress Tracking – Se						How does your garden grow?			
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