



St Paul's CE Academy

Reception Curriculum Map 2026-2027



EYFS						
Learning Journey Topic	Only One YOU!	Follow that Biscuit!	Fizz Bang Pop	A Ticket to Ride	'Quack-tastic Adventures'	Stomp, Stamp. Roar!
Key Text	Little Red Hen	The Gingerbread Man	Goldilocks	Mr Gumpy	After the Fall	How to Catch a Dinosaur
WOW	Baking bread	Gingerbread man in the classroom video	Broken chair, empty porridge bowl left in classroom.	Adults acting out story (and getting soaked)	Hatching duck eggs	Dinosaur wrecking the classroom
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Quality Texts	- Stick & Stone. Beth Ferry - Ruby's Worry / Meesha Makes Friends. Tom Percival - In My Heart. A Book of Feelings. Jo Witek - Incredible You. Rhys Brisenden - Invisible String. Patrice Karst - The Colour Monster. Anna Llemas - The Little Red Hen - Leaf Man. Lois Ehlert	- Peter & The Wolf - The Story Orchestra. The Nutcracker Suite. Katy Flint. - Once Upon A Rhythm. The Story of Music. James Carter - Yayoi Ksuama Covered Everything In Dots and Was Not Sorry. - The Iridescence Of Birds. Patricia MacLachlan	- Pizza. Maya Gartner - Rabbit's Pancake Picnic. Tegen Evans - Spells. Emily Gravett - The Big Book Of Magical Mixups. Nick Sharratt - Mama Panja's Pancakes. Mary Chamberlin	- Martha Maps It Out. Leigh Hodgkinson - AstroKitte n's Cosmic Machines - Meet The Planets. Caryl Hart - My Big Book of Transport. Moira Butter	- After The Fall. Dan Sandat - The Odd Egg. Emily Gravett - The Bug Collector. Alex G Griffiths - The Weaver. Qian Shi - Peep Inside Bug Homes. Anna Milbourne - The Tree Book. Hannah Alice - Tidy. Emily Gravett - The Extraordinary Gardner. Sam Boughton - The Egg Drop. Mini Gray	- Lifesize dinosaurs. Sophy Henn - My Encyclopaedia of Very Important Dinosaurs - Dinosaurs And All That Rubbish. Michael Foreman - The Girl & The Dinosaur. Hollie Hughes - Hirameki. Peng & Hu - The Dinosaur Lady, A Mary Anning Story
	Poems Out Loud: First Poems to Read and Perform. Laurie Stansfield How To Be A Tiger. George Szirtes Zim Zam Zoom. James Carter & Nicola Colton					
Handwriting and Presentation	Letter Join Prewriting Shapes – Recapping first row circles, swirls (on line), lines, crosses Letter-Join Prewriting Shapes – Introducing Row 2 (humps, zigzags and castles) Use and expectations for whiteboards Write Dance – working through the progression in the book	Letter Join Prewriting Shapes – Introducing “easy” letter shapes and recapping pre-handwriting shapes through interventions Introduce writing on a line. Formation of new spellings taught in phonics Write Dance – working through the progression in the book	Letter Join Prewriting Shapes – Continue with “easy” letter shapes and recapping pre-handwriting shapes through interventions Introduce handwriting tramlines – focus on letters on the line. Formation of new spellings taught in phonics Tram line books introduced	Letter Join Prewriting Shapes – Introducing “hard” letter shapes and recapping pre-handwriting shapes through interventions Highlighted yellow handwriting sheets. Focus on tall and short letters Formation of new spellings taught in phonics	Letter Join Prewriting Shapes – Introducing “hard” letter shapes and recapping pre-handwriting shapes through interventions Highlighted yellow handwriting sheets. Focus on letters the correct size Formation of new spellings taught in phonics	Letter Join Prewriting Shapes – Introducing “hard” letter shapes and recapping pre-handwriting shapes through interventions Preparation for year 1 – shown line sizes and lead ins Formation of new spellings taught in phonics

Reading/phonics	Units:1 & 2 Concepts: sounds are represented by letters Skills: Oral blending and segmenting	Units: 3, 4, 5, Concepts: read and write from left to right Skills: Blending and segmenting	Units :6, 7, 8 Concepts: 2 letter spellings (double letters) Skills: Phoneme manipulation	Units: 9, 10, 11 Concepts: 2 letter spellings	Units: 11 Consolidation and introduction to long vowel sounds following assessment	Concepts: Some sounds are represented by different spellings
C&L	Listening, attention and understanding - Joins in with stories, songs and rhymes (see reading / poetry spine) - Understands the importance of listening carefully (brain, look, listen, wait your turn, use a full sentence) Speaking - Learns a range of new vocabulary linked to their book / topic (see Literacy section / story map)	Listening, attention and understanding - Responds to who, what, when where questions. - Make comments about their and others learning. Speaking - Talk in front of a small group. - Retells stories, rhymes and songs with detail	Listening, attention and understanding - Asks questions to find out more. Speaking - Express points of view and opinions. - Expanding sentences to include more detail and ideas.	Listening, attention and understanding - Engage in 2-way conversations. Speaking - Use new vocabulary in their conversations and play. Use connectives in speech.	Listening, attention and understanding - Respond to how and why questions. Speaking - Use a range of tenses correctly when talking	Listening, attention and understanding - Listens to other's comments, ideas and opinions and responds with their own. Speaking - Contribute to class / group discussions.
PSED	Self-regulation - Follow two- step instructions and focus during short inputs. - Recognise and name some emotions Managing self - Learns the school rules - Independently: Washes hands, uses toilet, uses cutlery, manages some clothing items (coats, jumpers etc) Building relationships - Seek support from adults they are familiar with. - Uses language to further develop friendships.	Self regulation - Talk about how they are feeling. Managing self - Tries new activities with the support of friends or a familiar adult. Building relationships - Speak to an increasing range of adults and peers about their needs, learning and things that interest them.	Self-regulation - Continue to develop focus during whole class teaching. - Begin to use strategies to moderate their emotions when necessary. - Be considerate to other's feelings. Managing self - Understands the importance of healthy food choices. Building relationships - Begin to develop friendships with other children on the school.	Self regulation - Follow multiple step instructions. - Communicate feelings using emotional vocabulary. Managing self - Knows what to do when facing a challenge. Building relationships - Work in a small group with an adult.	Self-regulation - Able to use a range of techniques to control their emotions when necessary. Managing self - Wants to succeed and sets personal goals. - Dresses themselves independently. Building relationships - Listen to other children's ideas, saying whether they agree or disagree. - Works in a group taking turns.	Self-regulation - Appropriately asserts themselves. - Uses talk to resolve conflict. Managing Self - Understands why we have our school rules. - Confident during new activities / unfamiliar situations. Building relationships - Begins to build relationships with their Year 1 teacher. - Can think about the perspective of others.
Maths	Getting to know you Match, Sort and Compare - Match objects and pictures - Identify a set - Sort objects - Explore sorting techniques - Create sorting rules - Compare amounts Talk about and measure patterns - Compare size - Compare mass - Compare capacity - Explore simple patterns - Copy and continue simple patterns - Create simple patterns Problem solving: - Talk partners	It's me 1,2,3 - Find 1, 2, and 3 - Subitise 1, 2 and 3 - Represent 1, 2 and 3 1 more 1 less - Composition of 1, 2 and 3 Circles and Triangles - Identify and name circles and triangles - Compare circles and triangles - Shapes in the environment - Describe position 1,2,3,4,5 - Find 4 and 5 - Subitise 4 and 5 - Represent 4 and 5 1 more 1 less - Composition of 4 and 5 - Composition of 1 - 5 Shapes with 4 sides - Identify and name shapes with 4 sides - Combine shapes with 4 sides - Shapes in the environment - My day and night Problem solving:	Alive in 5 - Introduce zero - Find 0-5 - Subitise 0-5 - Represent 0-5 1 more 1 less - Composition of 5 - Conceptual subitising to 5 Mass and capacity - Compare mass - Find a balance - Explore Capacity - Compare capacity Growing 6,7,8 - Find 6,7,8 - Represent 6,7,8 1 more 1 less - Composition of 6,7,8 - Make pairs - odd and even - Double to 8 (find a double) - Double to 8 (make a double) - Combine two groups - Conceptual subitising Problem solving: - Can you find another way?	Length, height and time - Explore length - Compare length - Explore height - Compare height - Talk about time - Order and sequence time Building 9 and 10 and revisiting numbers from 5 to 9 - Find 9 and 10 - Compare numbers to 10 - Represent 9 and 10 - Conceptual subitising to 10 1 more 1 less - Composition to 10 - Bonds to 10 (2-part) - Make arrangements to 10 - Bonds to 10 (3 parts) - Doubles to 10 (find a double) - Doubles to 10 (make a double) - Explore odd and even Exploring 3D shapes - Recognise and name 3D shapes - Find 2D shapes within 3D shapes - Use 3D shapes for tasks 3D shapes in the environment	To 20 and beyond - Build numbers beyond 10 (10-13) - Continue patterns beyond 10 (10-13) - Build numbers beyond 10 (14-20) - Continue patterns beyond 10 (14-20) - Verbal counting beyond 20 How many now? - Add more - How many did I add? - Take away - How many did I take away? Manipulate, compose and decompose (shape) - Select shapes for a purpose - Rotate shapes - Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2D shape pictures - Find 2D shapes within 3D shapes Problem solving: - Spotting a mistake	Sharing and grouping - Explore sharing - Sharing - Explore grouping - Grouping - Even and odd sharing - Play with and build doubles Visualise, build and map - Identify units of repeating patterns - Create own pattern rules - Explore own pattern rules - Replicate and build scenes and constructions - Visualise from different positions - Describe positions - Give instructions to build - Explore mapping - Represent maps with models - Create own maps with models - Create own maps from familiar places - Create own maps and plans from story situations Making connections - Deepen understanding - Patterns and relationships Consolidation

		Show me how		- Identify more complex patterns - Copy and continue patterns - Patterns in the environment Problem solving: - Agree or disagree		Problem solving: Explain how you know
PD	Fine motor control - Use tweezers effectively - Use tripod grip when holding a writing implement or tool. Gross motor. Body management: - Balance a bean bag - Move through hula hoops in different ways - Reach and stretch to get equipment - Make bridges and tunnels with our bodies - Travel over and under apparatus - Make shapes with our bodies - Explore, balance and managing own body, including manipulating small objects - Stretch, relax and extend in a variety of ways and position	Fine motor control - Places letters on the line when writing. Gross motor. Gymnastics - Move safely - Take off and land on two feet - Balance and move balls and bean bags - Travel on mats and benches - Copy and repeat actions - Perform simple shapes and balances - Develop my confidence in fundamental movements - Experience jumping, sliding, rolling, moving, under and on apparatus - Develop coordination and gross motor skills - Control my body and perform specific movements on command.	Fine Motor Control - Understands how letters should be place on tramlines. Gross Motor – Dance - Copy basic body actions and rhythms in songs and action games - Respond in movement to words and music - To move in a variety of ways - To move and control different limbs (e.g shake your arms like a scarecrow). - Scarf dancing	Fine motor control - Sits to write at a table with correct posture. - Forms “harder letters” from Letter-Join. Gross motor. Cooperate and solve problems - Match colours and symbols - Work as part of a team to complete a task - Use my body to make number shapes - Follow a trail - Work with a partner to complete challenges - Organise and match various items, images, colours and symbols - Work with a partner to listen, share ideas, questions and choose - Collect, distinguish and differentiate colours and create a shape as a team - Move confidently and cooperatively in space - Travel in a range of ways	Fine motor control - Write on tramlines with letters the correct size and position. Gross Motor – speed, agility and travel - Move in different directions - Keep my body safe in running games - Jump in different directions - Stop safely - Move at slow and fast speeds - Stop safely in different ways - Send and receive a variety of objects with different body parts - Work with others to control objects in space - Coordinate body parts such as hand-eye, foot-eye, over a variety of activities and in different ways	Fine motor control - Uses a wide range of tools with control and accuracy including thinner pencils. Gross Motor – Manipulation and coordination - Handle a ball - Kick a ball - Hop, jump and step - Send a ball or a bean bag - Send and stop in a game - Travel with some control and coordination - Change direction at speed through both choice and instructions - Perform actions demonstrating changes in speed - Stop, start, pause, prepare for and anticipate movement in variety of situations
Talk for Writing	Text Little Red Hen Purpose Oral retelling, story mapping. Oral segmenting Non-Fiction Instructions Baking bread Recipe Hook Sharing story map with parents	Text The Gingerbread Man Purpose Lists, captions. Shared group writing of model text. Non-Fiction Recount The Gingerbread Man’s journey Postcard Hook Gingerbread man in classroom video	Text Goldilocks Purpose Drawing and labelling. Single CVC words and labels. Non-Fiction Information Bears Fact sheet Hook Broken chair	Text Mr Gumpy’s Outing Purpose Story writing – action and verbs Non-Fiction Recount Mr Gumpy’s trip Letter Hook Adults act out story and get wet	Text After The Fa;; Purpose Story writing – setting description Non-Fiction Instructions. How to look after a duckling. Instruction leaflet Hook Duck eggs	Text How to Catch a Dinosaur Purpose Story writing – character description Non-Fiction Information. Dinosaurs. Top Trump cards Hook Dinosaur trashing classroom

UAD	Science – apparatus - Explores using a range of scientific apparatus for their own purposes (for example watching how water pours out of a sieve, using a pipette) My Home / My School Geography – locational Planning to understand the concept of “where” In asking and answering questions. Name some places – Hastings, England or Tyte Road – and some of the places within the In that they live (Asda, the beach, Alexandra Park) Geography – place - Talks about their home (flat, kitchen, bedroom) - Name some of the features and places in their home town. Geography – processes - Recognise some manmade structures in their local environment. Geography – skills - Makes and plays with small world locations. Uses positional language to describe the location of places. - Geography – processes Geography – processes - Recognise some manmade structures in their local environment. Geography – skills - Makes and plays with small world locations. Uses positional language to describe the location of places. Geography – processes - Through first-hand experience and stories talks about and describes the weather. RE – Why is the word “God” special to Christians? - Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. - Retell stories, talking about what they say about the world, God & human beings. - Think about the wonders of the natural world, expressing ideas and feelings. - Say how and when Christians like to thank their Creator. - Talk about what people do to mess up the world and what they do to look after it.	Science – methods - Joins in with conversation about what they have observed. Science – apparatus - Explores using a range of scientific apparatus for their own purposes Science – analysis - Describes what they have observed using their primary senses. Science – substantiative - Changes, comparisons, description and explanation DT cooking: - Measures and weighs food items using non-standard units (cups, spoons, half, full) and using balance scales Geography – processes - Through first-hand experience and stories talks about and describes the weather. - Recognises the changes that happen across the seasons. Science – substantiative - Uses first hand experiences and stories to learn about, then to describe, the seasons. Science – analysis - Describes what they have observed using their primary senses Guy Fawkes and Armistice Day History – events, people and changes - Find out about historical events and figures from the past. - Make comments about what happened and how people use to live. History – enquiry - Listens to stories, explores non fiction texts and historical artefacts to find out about events from the past. RE – Why is Christmas special for Christians - Talk about people who are special to them - Say what makes their family and friends special to them - Recall simply what happens at a traditional Christian Festival - Begin to recognise the world incarnation as describing the belief that God came to Earth as Jesus. - Retell religion stories, making connections with personal experiences. History. Knowledge and understanding of events, people and changes - Finds out about the lives of other members of their community	Science – methods - Makes comparisons between materials and processes. Science – apparatus - Uses a range of scientific apparatus correctly Science – analysis - Describes what they have observed using their primary senses. Science – substantiative - Changes, comparisons, description and explanation DT cooking: - Measures and weighs food items using non-standard units (cups, spoons, half, full) and using balance scales Weather around the world Geography – processes - Through first-hand experience and stories talks about and describes the weather. - Recognises the changes that happen across the seasons. Geography – processes - Compare their daily life with life in a contrasting country or fictional place. Geography – place - Compares different types of homes in other countries. - Compare some features of where they live and a contrasting country or fictional place. Science – substantiative - Uses first hand experiences and stories to learn about, then to describe, the seasons. Science – analysis - Describes what they have observed using their primary senses RE – Being special: where do we belong? - Retell religious stories making connections with personal experiences - Share and record occasions when things have happened in their lives that made them feel special. - Recall simply what happens at a traditional Christian infant baptism and dedication. - recall simply what happens when a baby is welcomed into a religion other than Christianity. History. Knowledge and understanding of events, people and changes - Finds out about the lives of other members of their community.	Science – methods - Through play, asks questions to further their exploration – I wonder what will happen if...? Why did that happen? Science – apparatus - Uses a range of scientific apparatus correctly Science – Analysis - Counts results and records as a pictogram. - Discusses what they have observed. - Analyses outcomes by sorting, counting and classifying. Science – substantiative - Changes, comparisons, description and explanation DT - Electrical systems. - Uses physical objects (for example ramps, pipes etc) to explore pathways and logical gates. Computing – computer science - Gives commands / instructions to simple hardware. Understands that their inputs affect what happens. Making maps Geography – location - Find the United Kingdom on a world map. - Knows their home address and that this identifies where they live. Geography – skills - Use directional language to describe routes (forwards, past, stop, turn) - Explore and create maps of the local area, school or a fictional location and name places on the map (the school field, the Pier, my street). Geography – place - Know the key features such as land, sea, river, town and can identify them on a simple map. Geography – processes - Through first-hand experience and stories talks about and describes the weather. - Recognises the changes that happen across the seasons. History – chronological knowledge - Beginning to sequence days, months, seasons. History of Transport History. Knowledge and understanding of events, people and changes. - Find out about historical events and figures from the past.	Science – methods - Experiments by making purposeful changes and talking about what happens as a result. Science – apparatus - Uses a range of scientific apparatus correctly Science – analysis - Records their observations through drawings. Science - substantiative - Changes, comparisons, description and explanation Geography – processes - Through first-hand experience and stories talks about and describes the weather. - Recognises the changes that happen across the seasons. History – chronological knowledge - Beginning to sequence days, months, seasons. Science – substantiative - Makes comparisons between materials, animals, sounds, weather and seasons. Mary Anning – pioneering palaeontologist History – events, people and changes - Find out about historical events and figures from the past. - Make comments about what happened and how people use to live. History – enquiry - Listens to stories, explores non fiction texts and historical artefacts to find out about events from the past. RE Which stories are special and why? - Talk about some religious stories - Recognise some religious words - Identify some of their own feelings in the stories they hear - Identify a scared text - Talk about some of the things these stories teach believe.
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				• Make comments about what happened and how people use to live. • Understand and make comparisons between my life and events / figures / objects from the past. History. Enquiry. • Listens to stories, explores non-fiction texts and historical artefacts to find out about events from the past • Asks questions (how and why) about how what life was like in the past. RE – Why is Easter special for Christians • Say why Easter is a special time for Christians. • Talk about ideas of new life in nature • Recognise some symbols Christians use during Holy Week and make connections to signs of life in nature • Recognise and retell stories connected with celebration of Easter. • Talk about some ways Christians remember these stories at Easter		
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EAD	Collage: - Cuts, tears and manipulates materials to create desired shapes. - Uses standard scissors with correct grip. - Cuts across paper moving scissors forwards Textiles: - Threads beads onto a string. - Creates a repeating pattern using threaded beads. Art Theoretical / disciplinary: - Talks about art and what it represents. DT. Cooking: Bread making - Stirs, spreads, kneads and shapes a range of ingredients - Understands the importance of hygiene. Farms DT. Construction - Makes enclosed spaces Imaginative play: Farms - Enhances imaginative play by adding their own props or resources. DT. Design: Farms - Refers to pictures, books etc when making, taking ideas and inspiration from them. Music: Voice - Joins in with nursery rhymes and songs. - Changes pitch when singing simple melodies. - Uses a range of voices and vocal noises when singing. - Sings with dynamic variety. - Keeps in time to the beat of a song. Music. Expressive - Talks about how music makes me feel. Music. Dance - Makes simple movements in time to music.	Painting: - Mixes secondary colours - Correctly holds brush - Uses a range of different tools (stamps, range of brushes, fingers, found objects etc) - Attempts to paints within boundaries to represent ideas - Uses colour to add detail Drawing: - Draws faces with expressions - Uses colour and attempts to stay within boundaries - Collage: - Cuts out simple shapes (e.g. squares) Collage: - Cuts out simple shapes (e.g. squares) Theoretical and disciplinary: - Expresses their likes and dislikes in reaction to art. Music Technical Voice - Changes pitch when singing simple melodies. - Keeps in time to the beat of a song. - Performs to others. - Joins in with nursery rhymes and songs. - Sings with dynamic variety. Music. Technical instruments - Explores a range of different instruments. Introducing the design process DT Make - Talks about and develops their ideas with an adult or friend whilst building. - Refers to pictures, books etc when making, taking ideas and inspiration from them. - Plans their ideas (by drawing or talking) before beginning to make. - Refers to their plans whilst building. Dance: - Makes simple movements in time to music. - Responds, expressively, to changes in constructive elements of music (e.g. tempo, dynamics, mood). Music. Constructive: - Can describe a songs tempo as fast or slow. DT Cooking: Gingerbread Man - Stirs, spreads, kneads and shapes a range of food ingredients. - Understand the importance of hygiene - Measures and weighs food items using non-standard units (cups,	Sculpture: - Manipulate by squashing, rolling, pinching, twisting and cutting - Use a range of tools to add detail (rollers, stamps, embossing, extruders) Printing: - Relief printing by making impressions in sand, mud or clay. Drawing: - Draws bodies with limbs in correct position and proportion. Art Theoretical and disciplinary: - Recognises work created by themselves, their peers and by some great artists. - Expresses and opinion / feelings about a piece of art DT Cooking: Pancakes - Stirs, spreads, kneads and shapes a range of food ingredients. - Understand the importance of hygiene - Measures and weighs food items using non-standard units (cups, spoons, half, full) and using balance scales. Music. Technical voice - Changes pitch when singing simple melodies. - Uses a range of voices and vocal noises when singing. - Sings with dynamic variety. - Keeps in time to the beat of a song. Music. Technical instruments - Explores a range of different instruments. - Clap in time with a beat. - Copy and join in with a simple beat on a percussion instrument. - Describe the qualities of a sound using loud, quiet, fast, or slow. Music. Expressive - Expresses a preference for certain pieces of music. - Talks about how music makes me feel. Dance - Responds, expressively, to changes in constructive elements of music (e.g. tempo, dynamics, mood). Sculpture: - Manipulate by squashing, rolling, pinching, twisting and cutting - Use a range of tools to add detail (rollers, stamps, embossing, extruders)	Painting: - Uses a fine brush to add detail - Add white or black to change shade / tint - Uses control to carefully apply paint Sculpture (junk modelling): - Cuts and adapts materials - Cuts tape to required size - Joins items in a variety of ways (glue, tape, string, treasury tags) DT. Construction. A new type of chair/bed/cottage - Covers constructions by adding roofs, bridges and towers. - Explores tessellating shapes. Imaginative Play - Uses objects to represent something different. - Includes elements from a familiar story (T4W) or own experiences in imaginative play. DT Design / Evaluate: - Talks about and develops their ideas with an adult or friend whilst building. - Through discussion with an adult looks at how their work was successful and what they could do to improve it. Drawing: - Draws bodies in a range of actions / poses. - Uses a consistent direction when colouring. Art Theoretical and disciplinary: - Takes inspiration from other artists and attempts to recreate or incorporate elements into their own work. - feel. Music. Expressive - Expresses a preference for certain pieces of music. - Talks about how music makes me feel. Music. Technical voice - Changes pitch when singing simple melodies. - Uses a range of voices and vocal noises when singing. - Sings with dynamic variety. - Keeps in time to the beat of a song. Music. Technical instruments - Explores a range of different instruments. - Clap in time with a beat. - Copy and join in with a simple beat on a percussion instrument. - Describe the qualities of a sound using loud, quiet, fast, or slow.	Collage & Print - Adds a range of textures and materials - Beginning to think about composition - Collography by creating a collage - Cuts complex shapes including curved lines Textiles: - Weaves under and over on a loom to create a pattern Sculpture: - Join pieces together using slip - Add detail by scratching and marking - Carefully select additional materials to include Drawing: - Draws from observation whilst paying attention to scale and size - Includes weight and shade when colouring Theoretical and disciplinary: - Recognises different media used by artists Music. Instruments: - Uses control to change dynamics, tempo, or pitch when playing an instrument. Music. Constructive: - Understands a note's pitch as high or low. Dance: - Performs to others. - Discusses the movements performed in dance (either by themselves or by others).	Painting & printing: - Uses a range of brush & tool techniques - Colours chosen and mixed with intention - Uses a range of tools, brushes and techniques to add detail - Resist / stencil printing Sculpture (junk modelling) - Selects materials for a desired effect - Uses a range of joining methods DT Construction: - Considers stability and strength when constructing and uses techniques to reinforce structures. Imaginative play: - Retells a familiar story (T4W) or event through imaginative play. - Creates their own imaginative stories and characters through imaginative play. DT. Design / evaluation: - Plans their ideas (by drawing or talking) before beginning to make. - Refers to their plans whilst building. - Uses prior knowledge to help them make decisions about how to improve their current construction DT. Mechanisms - Explores real world objects and recognises how simple mechanisms work. - Uses toys / objects which require a force to move (push, pull, twist, press, squeeze) Music. Expressive Talks about how music makes me feel. Drawing: - Draws complex scenes of people places and things Art Theoretical and disciplinary: - Makes links and recognises similarities and differences between pieces of art. Music. Instruments: - Uses control to change dynamics, tempo, or pitch when playing an instrument. Music. Constructive: - Understands a note's pitch as high or low. Dance: - Performs to others. - Discusses the movements performed in dance (either by themselves or by others).
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		spoons, half, full) and using balance scales.				
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