

Reception LTP Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	What makes me Marvellous?	What makes me Marvellous?	Which traditional tale is your favourite?	Which traditional tale is your favourite?	How can we travel?	How can we travel?
Texts	Colour Monster(R) The way I feel (N) Super Duper You Marvellous Me	We are Family What makes me a me? This Is Me	The Gingerbread Man Goldilocks and the 3 Bears Jack and the Beanstalk	The 3 Little Pigs Little Red Hen Anansi and the Golden Pot	Astro Girl Journey Home from Grandpa's Naughty Bus	The Train Ride 100 Decker Bus Duck in a Truck
Enrichment	National Poetry Day Harvest Beat Box day experience Black History Diwali	Guy Fawkes Anti Bullying Week Remembrance Day Children In Need Christmas	Story Telling Week Mental Health week E- safety Chinese New Year Teddy Bears Hospital	World Book Day Science Day Ramadan Red Nose Day	Space Dome?	Refugee Week A Day of Action Graduation Whole school experience Teddy Bear Picnic
Communication and Language						
Reception Skills	To understand how to listen carefully and know why listening is important. To engage in story times, joining in with repeated phrases and actions To talk in front of a small group. To listen to and sing range of songs To show an interest in non-fiction books To learn a poem	To be able to follow directions To engage in story times, joining in with repeated phrases and actions. Develop an understanding of characters To begin to understand how and why questions To use new vocabulary throughout the day	To describe features of traditional stories To talk about the setting, characters and structure of a story To engage in story times, joining in with repeated phrases and actions. To use story vocabulary To ask questions to find out more To understand complex sentences To share their work with the class	To retell stories using correct vocabulary To use connectives in their talk e.g. Once upon a time and then. To talk about a range of stories To use well-formed sentences To engage in story times, joining in with repeated phrases and actions.	To ask questions about a range of topics To learn a range of rhymes To engage in story times using appropriate story vocabulary To engage in meaningful conversation with others	To begin to ask questions about familiar aspects of their environment and their learning. To engage in story times independently and in groups with confidence. To retell a familiar story. To show an interest in non-fiction books.

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Reception Knowledge	To know how to be a good listener	To know how to follow directions	To know features of traditional story	To know how to retell a story	To know what a question is	To understand familiar aspects of their environment and their learning.
	To know how to confidently talk in front of a small group.	To know key events in stories and be able to describe them using appropriate vocabulary	To know how to engage in meaningful conversation with others.	To know what a connective is and how to use them	To know what a rhyme is	To know a range of stories to engage in story times independently and in groups with confidence.
	To know some familiar stories and be able to discuss them	To know how to describe different characters in a story	To know what a sentence is and be able to talk in short sentences.	To know how to articulate thoughts into well-formed sentences	To know and understand a range of vocabulary	To know and retell a familiar story.
	To know a selection of familiar songs and rhymes	To recognise what a question is and know how to answer one.	To know what a question is and when to ask a question			To know how to use a non-fiction book
	To know what a non-fiction book is	To know how to use new vocabulary in different situations.				
	To know what a poem is					

Key Vocabulary	Tier 1:	Talk, say, listen, copy, tell, look	Talk, say, listen, copy, tell, look	Talk, say, listen, copy, tell, look	Talk, say, listen, copy, tell, look	Talk, say, listen, copy, tell, look, space, naughty	Talk, say, listen, copy, tell, look, space, train
	Tier 2:	Why, how, when, question, answer, who	Why, how, when, question, answer, who	Why, how, when, question, answer, who, beginning, middle, end	Why, how, when, question, answer, who, beginning, middle, end	Why, how, when, question, answer, who, journey,	Why, how, when, question, answer, who, journey, double decker
	Tier 3:	explain, describe, embellish, complex	explain, describe, embellish, complex	explain, describe, embellish, complex	explain, describe, sentence, connective, conversation, features, articulate,	explain, describe, sentence, connective, conversation, features, articulate, astronaut,	explain, describe, sentence, connective, conversation, features, articulate, astronaut

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ELG	Listening 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 conversations when engaged in back-and-forth exchanges with their teacher and peers.	Speaking ➤ 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 where 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 teachers.
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Personal, Social and Emotional Development						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Skills	To begin to build respectful relationships. To be a good friend to others To develop independence when choosing an activity To begin to learn the school rules To develop an understanding of different emotions To begin to develop personal hygiene	To identify ways of being helpful to others and how this makes them feel. To see themselves as a valued individual To express feelings and consider the feelings of others To fully understand school rules and follow them daily	To make the right choices and face consequences of not making the right ones To show resilience and perseverance in the face of challenge To discuss their mental health with a focus on how they are feeling and why	To begin to work in small groups To identify moderate own feelings socially and emotionally To think about the perspective of others	To work confidently in small groups and share ideas with class To manage own personal needs and look after themselves through healthy eating and exercise To learn road safety	Express their feelings with link to moving to Year 1 To identify and moderate own feelings, socially and emotionally To have constructive and respectful relationships To show resilience and perseverance in the face of challenge
Reception Knowledge	To know what respect is To know how to be a good friend To know how to choose an activity and to articulate their choice. To know right from wrong To know that emotions effect behaviour To know why hygiene is important	To understand what it means to be helpful and know how it makes others feel To know you are valued as part of a group, such as your family, class or community To know that feelings can change depending on situations To know how to follow the rules	To know what a consequence is and be able to discuss why someone has made a poor choice To know how to display resilience and perseverance To know what a feeling is and how to describe their own feelings	To know how to share ideas in a group situation To know how to moderate feelings To know how others feel	To know how to share ideas in a class situation To understand how to look after themselves and what healthy food is To know what a safe pedestrian is	To know and communicate how they feel To know how to moderate own feelings To know what a relationship is To know how to display resilience and perseverance

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Key Vocabulary	Tier 1:	Happy, sad, friend, wash, clean, rule, friend	Happy, sad, friend, wash, clean, rule, friend	Happy, sad, friend, rule, friend, love	Happy, sad, friend, rule, friend, love	Happy, sad, friend, rule, friend, group, road, car, food	Happy, sad, friend, rule, friend
	Tier 2:	Feeling, relationship, independence, emotion, germs,	Individual, helpful, feeling, emotion	Feeling, angry, cross, excited, share, take turns, fair, upset, emotion, scared	Feeling, angry, cross, excited, share, take turns, fair, upset, emotion, scared	Safely, healthy, germs, share, take turns	excited, upset, emotion, scared
	Tier 3:	Frustrated, worried, exercise, respect, confused, hygiene	Community, frustrated, worried, confused	frustrated, worried, confused, anxious, surprised	Feeling, angry, cross, excited, share, take turns, fair, upset, emotion, scared	Pedestrian, exercise, hygiene	Feeling, angry, cross, share, take turns, fair, upset, emotion, scared

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	Managing Self ➤ Be confident to try new activities and show independence, resilience, perseverance in the face of challenges. ➤ Explain the reasons for rules, know right from wrong and try and behave accordingly ➤ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	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
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Physical Education						
PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Skills	To develop small motor skills so they can use a range of tools safely To develop cutting skills, including holding scissors and snipping To gain independence when taking coat off and fastening buttons To begin to use dominant hand Begin to develop coordination, balance and agility	To use a dominant hand To begin to use a tripod grip when using mark making tools To form some letters correctly To begin to use anticlockwise movement and retrace vertical lines To use some climbing equipment safely and competently To negotiate space effectively	To hold scissors correctly and cut along a curved line To use correct pencil grip when writing Refine a range of movements including rolling, walking, jumping, hopping, running, skipping and climbing To balance and coordinate safely To negotiate space effectively	To write letters most of which are formed correctly To use knife and fork correctly Handle tools, objects, construction and malleable materials safely and with increasing control To roll and track a ball and develop accuracy when throwing to a target To balance and safely use apparatus To jump and land safely from a height	To hold scissors correctly and cut various materials coordinating the movement of the scissors To create drawings with details To move with control and coordination, expressing ideas through movement To follow instructions and move safely when playing tagging games	To develop accuracy when throwing and catching balls Develop overall body strength, coordination, balance and agility Confidently and safely use a range of large and small apparatus Develop the foundations of a handwriting style
Reception Knowledge	To know how to use different tools To know how to hold scissors To know how to do buttons To know which hand is their dominant hand	To know which hand is their dominant hand and know how to use this to form taught letters To understand how to use large movements to trace lines and shapes	To know how to hold scissors correctly To know how to use a good pencil grip To know how to move in different ways	To know letter formation rhymes from RWI to form letters To know how to use a knife and fork To know how to handle tools and malleable materials safely	To know how to cut accurately holding scissors for movement To know how to add detail to drawings To know how to move with control and coordination	To understand how to be accurate when throwing and catching To know how to demonstrate good control and coordination To know how to be safe on apparatus

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	To understand how different parts of the body work together	To know how to negotiate space To know how to use climbing equipment safely	To know how to balance and negotiate space	To know how to roll a ball accurately To know how to balance and jump safely	To know instructions and rules for tagging games	To know how to use their own handwriting style
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Key Vocabulary	Tier 1:	Walk, run, jog, jump, ride, cut, coat, body, scissors	Walk, run, jog, jump, ride, cut, coat, body, scissors, pencil,	Walk, run, jog, jump, ride, cut, coat, body, scissors, pencil	Walk, run, jog, jump, ride, cut, coat, body, scissors, pencil	Walk, run, jog, jump, ride, cut, coat, body, scissors, pencil	Walk, run, jog, jump, ride, cut, coat, body, scissors, pencil
	Tier 2:	Climb, throw, catch, roll, high, low, hop, skip, crawl, button,	Climb, throw, catch, roll, high, low, hop, skip, crawl,	Climb, throw, catch, roll, high, low, hop, skip, crawl,	Climb, throw, catch, roll, high, low, hop, skip, crawl,	Climb, throw, catch, roll, high, low, hop, skip, crawl,	Climb, throw, catch, roll, high, low, hop, skip, crawl, g
	Tier 3:	balance, grip,	balance, grip,	balance, grip,	balance, grip,	balance, grip,	balance, grip,

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	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 when drawing
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Literacy						
Phonics/Reading/Writing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Skills	To learn first 16 RWI set 1 sounds Blend word time 1.1-1.3 words To orally blend Spell using Fred Fingers To copy name To write taught initial sounds correctly Listen to familiar stories and recall a fact To look at a range of non-fiction texts	To learn all RWI set 1 sounds Blend 1.1-1.5 words Spell using Fred Fingers To be able to write name To write a few simple CVC words To read some red words To write a dictated caption Listen to new stories and answer questions To look at a range of non-fiction texts	To recognise taught Set 1 and some set 2 sounds. Read words with special friends To read red words matched with phonic ability To write a few simple words to begin to form a sentence To read books matching phonic ability Listen to stories and begin to demonstrate an understanding To look at a range of non-fiction texts	To recognise first 35 sounds from RWI To read books matching phonic ability To write a simple sentence that has been given to them by an adult To form lower- and upper-case letters confidently To read simple phrases and sentences made up of known words with known letter and sound correspondences Anticipate some key events in stories To look at a range of non-fiction texts	Teach Set 2 sounds and corresponding green words To write a short sentence using known sounds To begin to use full stops and capital letters To check own written work Reread books to build up fluency and understanding To look at a range of non-fiction texts	Teach Set 2 sounds and corresponding green words To read longer words To write a sentence using full stops and capital letter To independently construct a simple sentence Read words consistent with phonic knowledge and by sound blending To look at a range of non-fiction texts
Reception Knowledge	To know and hear initial sounds in words To know how to blend sounds to say a word To know how to copy name	To know and hear initial sounds in words To understand how to blend sounds into words To know how to write a CVC word	To know special friends are 2 letters making 1 sound To know why it is a red word To know what a sentence is	To know 35 sounds from phonic scheme To know how to write a simple sentence To know how to form letters correctly	To know set 2 sounds and know how to apply these in reading of words To know how to use known sounds to write a sentence	To know set 2 sounds and know how to apply these in reading of words To know how to apply phonic knowledge to read longer words

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	To know the difference between fiction and non-fiction	To know how to write own name To know that a red word cannot be sounded out To understand how to write a caption To know how to answer questions To know the difference between fiction and non-fiction	To know how to read a book eg turning pages correctly To know the difference between fiction and non-fiction	To know how to use phonic skills to read short sentences To know the difference between fiction and non-fiction	To know what a full stop and capital is To know how to check own work and why To know how to read with increasing fluency To know the difference between fiction and non-fiction	To know how to write a sentence accurately using full stops and capital letters correctly To know the difference between fiction and non-fiction
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Key Vocabulary	Tier 1:	Story, book, pencil, paper	Story, book, pencil, paper	Story, book, pencil, paper	Story, book, pencil, paper	Story, book, pencil, paper	Story, book, pencil, paper
	Tier 2:	Page, rhyme, turn, sounds, write, print, special friend	Page, rhyme, turn, sounds, write, print, special friend	Page, rhyme, turn, sounds, write, print, special friend	Page, rhyme, turn, sounds, write, print, special friend	Page, rhyme, turn, sounds, write, print, special friend	Page, rhyme, turn, sounds, write, print, special friend
	Tier 3:	Fiction, non-fiction, information, facts, sentence, question,	Fiction, non-fiction, information, facts, sentence, question,	Fiction, non-fiction, information, facts, sentence, question,	Fiction, non-fiction, information, facts, sentence, question,	Fiction, non-fiction, information, facts, sentence, question,	Fiction, non-fiction, information, facts, sentence, question,

ELG	Comprehension		Word Reading		Writing	
	➤ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ➤ Anticipate-where appropriate-key events in stories ➤ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play		➤ Say a sound for each letter in the alphabet and at least 10 digraphs ➤ Read words consistent with 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 be read by others	

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Yearly overview

Overview with suggested weekly timings. Block titles are clear and show progress through number and spatial reasoning.

Early blocks focus on use of provision to support key early maths and routines.

The first 2 weeks are for you to get to know children, develop routines and give you the flexibility to complete baseline assessments.

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare		Talk about measure and patterns		It's me 1, 2, 3		Circles and triangles	1, 2, 3, 4, 5		Shapes with 4 sides
Spring	Alive in 5		Mass and capacity		Growing 6, 7, 8		Length, height and time		Building 9 and 10		Explore 3-D shapes	
Summer	To 20 and beyond		How many now?		Manipulate, compose and decompose		Sharing and grouping		Visualise, build and map		Make connections	
											Consolidation	

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Consolidation weeks allow for a degree of flexibility in the suggested block lengths or to consolidate learning based on the needs of your children.

Content is consolidated so all concepts are explicitly taught before assessment for ELG.

Subitising is taught both perceptually and conceptually through the blocks. Concepts such as doubling and 1 more / 1 less is focused on in the progression of the numbers.

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Understanding the World						
Science/Geography /History/ RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception skills	To talk about members of the family and who is part of the family To name and describe people familiar to them To be able to name parts of our body To identify similarities and differences between themselves and peers. To explain what makes people special	To recognise differences and similarities between different cultures To learn about different festivals and why they are important To observe the effect of the changing season To find out about some important figures from the past	To observe the growth of seeds and talk about changes To be able to follow a simple map To describe what they feel, hear and see outside linked to environmental changes To recognise people celebrate in different ways	To recognise some environments are different to the ones we live in To recognise people celebrate their own festivals To observe the effect of the changing season	To draw information from a simple map Talk about some important figures from the past Compare and contrast characters from stories, including figures from the past To recognise the life cycle of different animals To know information can be learnt from stories	To explore through books and exploration, that every living being has a life cycle and they change in shape and size as they grow To look after the environment and living things To use a simple map to locate a range of places To recognise some places are special
	To understand why the family is important. To know some describing words To know what their body is To know that everybody is different To know why and how people are special	To understand there are different cultures and celebrations To know a range of festivals and celebrations from around the world To understand the effect of the changing season To know about some important figures from the past	To know how to care for growing seeds To know what a simple map is To understand environmental changes at this time of year To know people celebrate in different ways	To know how environments are different to the ones we live in To know different festivals To understand the effect of the changing season	To understand key information that can be included on a simple map To know and name some figures from the past To know different stories To know what a life cycle is	To know that every living being has a life cycle and they change in shape and size as they grow To understand the importance of looking after the environment and living things To know how to use a simple map To know why places are special

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Key Vocabulary Scientific	Tier 1:	Body, arm, leg, head, hand, foot	Body, arm, leg, head, hand, foot	Grow, plant, seed, change	Grow, plant, seed, change	grow, change,	grow, change, animal
	Tier 2:	Family, different, elbow, shin, thigh	different, season, Autumn, Winter, Spring, Summer, change	different, season, Autumn, Winter, Spring, Summer, change	different, season, Autumn, Winter, Spring, Summer, change, root	Lifecycle, caterpillar, butterfly	Lifecycle, caterpillar, butterfly
	Tier 3:					Chrysalis, cocoon,	Chrysalis, cocoon,

Key Vocabulary Geographical	Tier 1:			Map, follow, feel, hear, see,	Map, follow, feel, hear, see,	Map, follow, feel, hear, see,	Map, follow, feel, hear, see,
	Tier 2:			travel	travel	travel	travel
	Tier 3:			Environment, journey, globe	Environment, journey, globe	Environment, journey, globe, information	Environment, journey, globe

Key Vocabulary Historical	Tier 1:	Mum, dad, grandparents,	Old, past,			Old, past, same, like	
	Tier 2:	Family,				Compare,	
	Tier 3:	familiar	important			important	

Key Vocabulary Religious	Tier 1:	Church, God, rule	Share, God, present, Christmas,	Colour, paint, story	Jesus, palm, God, Easter	Wolf, crocodile, butterfly, snake, lost, coin	World, home, Church,
	Tier 2:	Special, friend, family	Bible, special, wise,	Celebrate, China,	Festival, Spring, season,	Fable, friend	Special,
	Tier 3:	Role-model, Moses, Jesus	Shepherd	Holi		Sikh, priest, Muslim, serpent, Asia	Mosque, Synagogue,

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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	People, Culture and Communities ➤ Describe their immediate environment using knowledge from observations, 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	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
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Expressive Arts and Design						
DT/Art/Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception skills	To use simple tools and techniques competently and appropriately To remember the words to a range of songs To listen, move and talk about music Sing Up: I've Got a Grumpy Face Develop pretend storylines in play To look at work of Van Gogh with link to self portraits To learn the primary colours	To create collaboratively, sharing ideas, resources and skills To construct with a purpose in mind To observe and draw given objects To learn new songs and be able to perform To watch and talk about dance and performance Sing Up: I've Got a Grumpy Face To look at work of Van Gogh with link to self portraits To learn that mixing primary colours makes a new colour	To sing in a group or on their own, increasingly matching the pitch and following the melody Return to and build on previous learning, refining ideas and developing their ability to represent them To draw a range of objects To act out familiar storylines in small world play Sing Up: Witch Witch To experiment with shades and tints	Explore, use and refine a variety of artistic effects to express their ideas and feelings To use different techniques for joining materials To use a range of resources to create own props to aid role-play Explore and engage in making music Sing Up: Witch Witch To freely explore independent mixing	To use what they have learnt about media and materials in an original way and be able to explain their choices To explore, refine and use a variety of artistic effects To use colour mixing to create a painting Sing Up: Down there under the sea	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To observe and draw given objects with increasing detail and add some shading Begin to explain their artistic process Sing Up: Down there under the sea
	To know which tools to use for a task To know words of different songs	To know how to work with others To know the outcome desired and construct with a purpose in mind	To understand how to sing in a group To understand how to improve their work and why	To understand how to refine their work To know different joining techniques	To know how to use a range of resources To know how to refine their work	Know how to select tools and use different techniques To understand about adding detail when drawing

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	To understand that we can express emotions through music To know how to develop new storylines To know what an artist is To understand that there are 3 primary colours	To understand how to add detail when drawing To understand how to practice words in order to retain words To understand how to talk about dance and performance To know what an artist is To know that mixing colours will create a new colour	To know how to draw and add detail To understand how to introduce storylines into their play To know they can use shades and tints to change their work	To know a range of resources to use To know how to make music To know they can use shades and tints to change their work	To know how to mix paints to create a picture	To know how to use correct vocabulary to explain their process
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Key Vocabulary Art	Tier 1:	Paint, draw, colour	Paint, draw, colour	Paint, draw, colour	Paint, draw, colour	Paint, draw, colour	Paint, draw, colour
	Tier 2:	Mix, sketch	Mix, sketch	create	create	Create, Mix, sketch	Create, Mix, sketch
	Tier 3:	Portrait, primary, artist	Portrait, primary, artist	Shade, tint	Shade, tint		

Key Vocabulary DT	Tier 1:	Cut, fix, stick	Cut, fix, stick	Cut, fix, stick	Join, Cut, fix, stick	Join, Cut, fix, stick	Join, Cut, fix, stick
	Tier 2:	Glue, plan, create	Glue, plan, create	Glue, plan, create, paper clip,	Glue, paper clip,	choice	material
	Tier 3:	Design, solve	Design, solve,	Design, solve, refine, fastener	fastener	explain	Design, solve, refine, fastener

Key Vocabulary Music	Tier 1:	Music, loud, quiet, sing, song	Music, loud, quiet, sing, song	Music, loud, quiet, sing, song	Music, loud, quiet, sing, song	Music, loud, quiet, sing, song	Music, loud, quiet, sing, song
	Tier 2:	Dance, move	Dance, move	group	explore	under	under
	Tier 3:	Rhythm pitch, pace	Rhythm, pitch, pace, perform	Rhythm pitch, pace, melody	Rhythm, pitch, pace	Rhythm pitch, pace	Rhythm pitch, pace

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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 and use props and materials when role playing characters in narratives and stories	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- when appropriate-try to move in time with the music
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