St Chad's CE School Reception Curriculum Overview

'A Future with Hope' Jeremiah 29:11

St Chad's Church of England Primary School
EYFS Curriculum Progression

At St Chad's Church of England Primary School, our Early Years curriculum is designed to nurture happy, confident, resilient and curious learners who feel valued, loved and capable of success. We recognise that many of our children begin school with differing experiences and starting points, and we are committed to ensuring that every child receives the very best start to their education. Rooted in our Christian vision and values, we create a nurturing environment where children feel safe, secure and ready to learn.

Strong relationships sit at the heart of everything we do. We know that children learn best when they feel a sense of belonging, so we establish clear routines, high expectations and trusting relationships that help children develop confidence, independence and self-belief. We work closely with families, recognising parents and carers as children's first educators, and value the partnership between home and school in supporting every child's development.

Our curriculum is carefully designed to broaden children's experiences, develop their aspirations and ignite curiosity about the world around them. Through high-quality texts, meaningful experiences, visits, visitors and first-hand learning opportunities, children develop an understanding of their local community whilst also learning about the diverse cultures, families, faiths and experiences that make up modern Britain and the wider world. Through our RE curriculum, children learn the importance of inclusion, respect and belonging.

Communication, language and early reading form the foundation of our curriculum. We place a strong emphasis on developing vocabulary, speaking and listening skills, and fostering a love of stories, books and rhymes from

the very beginning. Children are provided with frequent opportunities to talk, question, explain, imagine and retell, enabling them to become confident communicators and successful learners.

We believe that every child deserves rich opportunities to explore, discover and develop a love of learning. Our indoor and outdoor environments encourage children to investigate, create, problem solve and take managed risks, while developing independence and resilience. Through carefully planned experiences, children build the knowledge, skills and understanding they need to flourish in school, within their community and beyond.

At St Chad's, we are committed to ensuring that every child leaves the Early Years with the confidence, character and foundations they need to thrive in Key Stage One and throughout their future education.

Our Curriculum: Intent, Implementation and Impact

Curriculum Intent

The EYFS curriculum is designed to ensure that all children, including those with special educational needs and/or disabilities (SEND) and those with vulnerabilities, make strong progress from their individual starting points. It is ambitious and carefully sequenced to build knowledge, skills and learning behaviours over time, with learning planned to be accessed primarily through purposeful child-initiated play alongside carefully considered adult input. This enables children to achieve the Early Learning Goals and be well prepared for the expectations of Year 1.

Curriculum Implementation

The curriculum is implemented through a balance of high-quality child-initiated learning and focused adult-led teaching. Continuous provision is carefully designed to encourage exploration, independence and sustained shared thinking, with adults observing, modelling language and intervening thoughtfully to extend learning when appropriate. Learning experiences are sequenced and revisited over time, with reasonable adjustments, targeted support and scaffolding in place to meet the needs of children with SEND or vulnerabilities. Assessment is

ongoing and formative, based on observation and professional dialogue, and is used to identify next steps, shape provision and ensure all children are appropriately supported and challenged.

Curriculum Impact

As a result of this approach, children, including those with SEND, make strong progress from their starting points and become confident, independent learners. They demonstrate curiosity, engagement and increasing control over their learning, alongside secure foundations in communication, early reading, writing and mathematics. By the end of Reception, children are well prepared to transition into Year 1, having developed the independence, resilience and learning behaviours needed to succeed in a more formal curriculum.

Communication & Language In provision, children develop language through high-quality interactions: story-rich play spaces, small-group conversations, partner talk, continuous modelling of vocabulary, and shared reading in calm, inviting indoor and outdoor areas.						
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention & Understanding	• Children understand how to listen respectfully • Children understand and show care as to why listening is important • Children listen to stories, responding	• Children engage in story times, joining in with repeated phrases and actions • Children listen and respond during real life experiences (Inc. in the	• Children ask questions to find out more about the world • Children seek help and ask questions when they are unsure • Children show understanding of simple cause and effect	• Children understand a range of complex sentence structures • Children can retell a story • Children can follow a story with increasingly less	• Children understand questions such as who, what, where, when, why and how, responding appropriately	• Children can have conversations with adults and peers with back and forth exchanges • Children can apply listening skills in a variety of situations to prepare them for

	with comments individual to their development • Children are able to follow simple directions across our indoor and outdoor environments	natural world) • Children show an understanding of how and why questions • Children respond to instructions with more than one step	language (inc. nature and seasonal change)	visual support		their transition to Year 1
Speaking	• Children talk in front of a small group • Children talk to their teachers and peers, taking turns • Children use some new vocabulary in their play	• Children answer questions in front of the whole class. • Children are able to express a point of view and say that they disagree with a friend • Children are able to retell a range of familiar stories	• Children will talk about recent events using familiar vocabulary • Children use new vocabulary throughout the day • Children talk in sentences using conjunctions e.g. and, because	• Children share their learning and ideas (including the plan, do, review process) to the class • Children use new vocabulary in the correct (and different) contexts	• Children link statements and stick to a main theme • Children use talk to organise, sequence and clarify thinking, ideas, feelings and events	• Children can hold back and forth conversations with adults and peers • Children talk about why things happen • Children talk in sentences using a range of tenses

		• Children learn and say group lines in our nativity		• Children engage and talk about non-fiction books, asking questions		

Early Learning Goals:

- 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. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Explain why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

In readiness for Year 1, children leaving Reception will listen attentively, think carefully and communicate confidently with adults and peers. They will use a rich and growing vocabulary to ask questions, share ideas and explain their thinking, drawing on stories, real-life experiences and the world around them.

Personal, Social and Emotional Development

In provision, children will have space to practise regulating their emotions, build friendships and take responsibility through purposeful routines, co-regulation spaces, clear boundaries, collaborative play, and adult modelling in all environments.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation	• Children can recognise different emotions in themselves • Children start to understand how other people show emotions • Children are able to follow simple instructions across our indoor and outdoor environments • Children go to the safe place (with support) if they need a moment to calm down or regulate	• Children can talk about how they are feeling • Children begin to consider the feelings of others • Children begin to adapt behaviour to a range of situations • Children know a range of calming strategies to use when needed	• Children can follow two-step instructions • Children independently take themselves to the safe space if they need to • Children can focus during short whole class activities	• Children identify and moderate their own feelings socially and emotionally • Children consider the feelings and needs of others • Children use resources and breathing strategies independently in the safe space	• Children control their emotions using a range of techniques • Children can maintain focus during extended whole class teaching in readiness for Year 1	• Children follow instructions of three steps or more • Children can talk about their feelings linked to transition into Year 1

Managing Self	• Children wash hands independently • Children put coat on independently • Children use and explore different areas within their indoor and outdoor environments	• Children show confidence to try new activities • Children change for Nativity/Movie Night with some support	• Children begin to show resilience and perseverance when challenged • Children practice doing up a zip • Children practice doing buttons • Children use a knife and fork to cut food	• Children manage their own basic needs independently	• Children identify and name healthy foods	• Children understand the importance of healthy food choices • Children show resilience and perseverance when challenged • Children show a positive 'can do' attitude to school life

Early Learning Goals:

- 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.

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

- 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.

In readiness for Year 1, children leaving Reception will work and play cooperatively, showing kindness, empathy and respect. They will follow class routines with independence and manage simple conflicts calmly. They will take care of their belongings, manage their own needs, and show resilience when challenges arise in all school environments.

Physical Development

In provision, children build strength, balance and fine motor precision through daily access to climbing, large loose parts, malleable materials, precision tools, endless mark-making opportunities and rich indoor and outdoor challenges that are driven by independence.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	• Children move safely in a space • Children can stop safely • Children develop control when using equipment • Children can follow a path and take turns	• Children experiment with different ways of moving, testing ideas and adapting to reduce risk • Children can collaborate with others to manage large items	• Children can negotiate space when playing racing and chasing games, adjusting speed or changing direction to avoid obstacles • Children continue to refine the fundamental movements that they have already acquired • Children can move and use large loose parts for planned obstacle courses / structures		• Children are successful in having a more fluent style of moving, with developing control and grace • Children can apply their skills to engage successfully in future physical education sessions	
Fine Motor Skills	• Children use a dominant hand • Children independently mark make • Children begin to use a tripod grip when mark making	• Children begin to use anticlockwise movement and retrace vertical lines • Children use a tripod grip when using mark making tools	• Children write taught letters using correct formation • Children hold scissors correctly and cut	• Children hold scissors correctly and cut along a curved line • Children write letters using the correct	• Children hold scissors correctly and cut out large shapes • Children independently use a knife, fork and spoon to eat a range of meals	• Children hold scissors correctly and cut out small shapes (Inc. out of various materials) • Children create

	• Children begin to copy letters	• Children begin to hold a knife correctly and use to cut food with support	along a straight and zig zagged lines • Children hold scissors correctly and make snips in paper	letter formation and control the size of letters		drawings with details

Early Learning Goals:

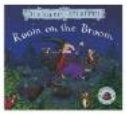
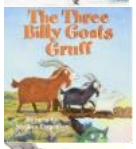
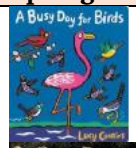
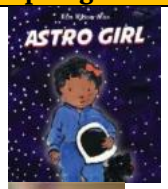
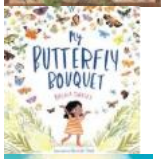
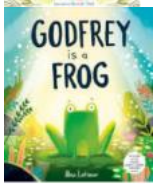
- Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

- 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, paint brushes and cutlery; Begin to show accuracy and care when drawing.

In readiness for Year 1, children leaving Reception will move confidently and safely, using strength, balance and coordination across our indoor, outdoor environments. They will use tools with precision and control, developing the strength, dexterity and independence needed for writing, creating and everyday life.

High-Quality Texts That Inspire Our Thinking and Creativity

High-quality children's literature lies at the heart of our curriculum, inspiring children's thinking, creativity and learning across all areas. The texts below provide a suggested starting point of rich, carefully chosen books; however, our planning remains responsive to children's interests, fascinations and questions, adapting texts throughout the year to ensure learning remains meaningful and engaging. Drawing Club also draws upon traditional tales, carefully selected short films, animations and real-life experiences to enrich children's imagination, language and creativity.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	   	   	   	  	   	    

Themes and topics will always be led by the interests of the children, and this is a fluid document where texts and themes by be added, swapped or left as the academic year progresses and the children's personalities develop.						
Themes explored	What it's like to be me, autumn, potions	Bonfire night, remembrance, Christmas Diwali	Winter, polar regions, bird, love and kindness, Chinese New Year	Space, easter, England, Ireland, Scotland, Wales	Life cycles, minibeasts, plants	Healthy eating, where food comes from, pirates. oceans, superheroes
Enrichments	Autumn walk Visit to church	Diwali celebration Bonfire night campfire Nativity performance Winter walk	Chinese New Year celebration Bird watch	Spring walk Frog spawn	Caterpillar life cycle Minibeast hunts	Farm visit Food tasting

Literacy In provision, children develop reading and writing through many high-quality texts, phonics-rich resources, and independent mark-making opportunities inside and outside, role-play, and daily storytelling and poetry retelling.						
Comprehension	• Children independently look at books, holding them the correct way and turning pages. • Children use pictures to tell stories • Children sequence familiar stories.	• Children engage in story times, joining in with repeated phrases and actions. • Children begin to answer questions about the stories read to them. • Children enjoy an increasing range of books including fiction,	• Children act out stories. • Children predict what may happen in the story. • Children suggest how a story might end. • Children start to use vocabulary inspired by books in their play.	• Children retell a story. • Children follow a story with increasingly less visual support. • Children talk about the characters in the books they are reading.	• Children answer questions about what they have read. • Children use vocabulary inspired by books independently.	• Children answer and ask questions about what they have read. • Children know that information can be retrieved from books.

		non-fiction, poems and rhymes.				

Writing	• Children copy their name. • Children start to give meanings to the marks they make. • Children copy taught letters. • Children spell words by identifying the sounds and then writing the sound with letter/s.	• Children write their name. • Children use the correct letter formation of taught letters. • Children write initial sounds.	• Children form lowercase letters correctly • Children write captions and labels using taught sounds	• Children form lowercase letters correctly and begin to form capital letters. • Children understand that sentences start with a capital letter • Children write short sentences / phrases using fingers spaces	• Children form lowercase and capital letters correctly. • Children write sentences using finger spaces and full stops. • Children use capital letters at the start of a sentence. • Children begin to write longer words which are spelt phonetically. • Children use finger spaces and full stops	• Children begin to write longer words and compound words which are spelt phonetically. • Children write sentences using a capital letter, finger spaces and full stop. • Children spell some HFWs

					when writing. • Children re-read what they have written to check that it makes sense.	

Reading	Read individual letters by saying the sounds for them.	Read individual letters by saying the sounds for them.	Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.	Read some letter groups that each represent one sound and say sounds for them.	Read a few common exception words matched to the school's phonic programme	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Early Learning Goals:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

- Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

In readiness for Year 1, children leaving Reception will enjoy stories, join in with familiar texts and talk about what they read. They will use phonics to read simple sentences and write short sentences that can be understood by others. They will form most letters correctly, use finger spaces, and spell simple words using taught sounds alongside some common high-frequency words.

Mathematics

In provision, children explore number, pattern, shape and measure through hands-on manipulatives, counting opportunities across the environment, real-life maths in play, and purposeful challenges linked to daily routines.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	• Children perceptually subitise within 3 and relate counting to cardinality, understanding that the last number said represents the total. • Children count objects with one-to-one correspondence and explore numbers as collections of ones.	• Children subitise within 5 and explore the cardinality of 5 through fingers and dice patterns. • Children begin to count beyond 5, recognise numerals and explore the composition of numbers within 5.	• Children confidently subitise patterns within 5 and link counting to quantities between 5 and 10. • Children order numbers and explore the composition of 5 and 6, noticing '5 and a bit' structures.	• Children consolidate counting and cardinality within 10 and become familiar with the counting pattern beyond 20. • Children explore the composition of numbers within 10, including odd and even structures.	• Children subitise structured and unstructured patterns within 10 and use subitising to decide when counting is needed. • Children explore the composition of 10 and order numbers and sets with increasing confidence.	• Children consolidate their understanding of number, counting confidently beyond 20, explaining the composition of numbers within 10 and applying their understanding flexibly in a range of contexts.
Numerical Patterns	• Children compare sets by looking, using language such as more and fewer, and	• Children compare sets using matching, subitising and	• Children compare sets using a range of strategies and explore	• Children reason about which numbers are more or	• Children identify patterns within numbers to 10, including	• Children confidently explore and explain numerical patterns

	recognise simple patterns within small quantities.	counting, identifying when sets are equal. • Children explore parts and wholes through real objects.	patterns showing 'one more'. • Children identify equal and unequal sets and explore ways to make them equal.	less, using both quantity and position in the number system. • Children explore doubles and even numbers through patterns.	doubles, 'one more', and equal groups. • Children use subitising to recognise when quantities are the same in different arrangements.	within numbers to 10, including odd and even, doubles and equal distribution, applying this understanding to problem-solving situations.

Early Learning Goals:

- Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.
- Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

In readiness for Year 1, children leaving Reception will have a secure and deeply embedded understanding of number. They will confidently subitise, count, compare and compose numbers to 10, recognise and explain numerical patterns, and apply their mathematical understanding fluently in play, routines and structured problem-solving, providing a strong foundation for Key Stage

Understanding the World

In provision, Children learn through daily exposure to nature, real artefacts, maps, photos, seasonal changes, Forest School, stories from different cultures, small-world representations of real places, and interactions with real – life and hands on experiences.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past & Present	• Children talk about their own life story, important people, and things they remember. • Children understand that babies, children and adults change over time. • Children explore family photographs and learn that families can look different from their own.	• Children recognise similarities and differences between life now and in the past through traditional tales and Christmas past/present. • Children use early time vocabulary (yesterday, long ago). • Children compare old/new objects (e.g., toys, decorations).	• Children talk about how they have changed since they were babies. • Children understand significant events from the past through stories (e.g., Lunar New Year legends). • Children notice that the world changes with the seasons and link this to time passing.	• Children explain how people with important roles in our community help us (e.g., farmers, firefighters,). • Children compare photographs of “then and now” and notice what has changed and what has stayed the same.	• Children can talk about a range of individuals from the past (scientists, explorers, activists) through stories and discussion. • Children understand that actions in the past affect the world today.	• Children place key events in order (personal timeline / class timeline). • Children can talk about the past using vocabulary such as *before, after, a long time ago,* and *when I was younger*

People, Culture & Communities	• Children talk about who is in their family, noticing similarities and differences. • Children can talk about and identify the features of the community: school, park, church, shop, and people who help us.	• Children encounter families, homes and traditions different from their own through stories. • Children recognise that people may celebrate different events (Diwali, Hanukkah) and talk respectfully about this.	• Children compare Lunar New Year to their own experiences of celebration. • Children compare food, clothes, and traditions from another culture to their own through hands-on experiences (e.g., trying food from around the world). • Children talk about similarities and differences between faiths they	• Children locate contrasting places on maps, globes, photos and digital images. • Children identify places on a simple map. • Children compare life in Winsford with life in another country (e.g., homes, clothes, weather, and transport).	• Children talk about different religions and beliefs encountered in stories, visits and celebrations. • Children show empathy, curiosity and respect when learning about others.	• Children recognise that people live in many different ways and that all families and cultures are important. • Children show respect and inclusion in their play and conversations. • Children explain, in simple terms, how life in another country is the same or different to life in Winsford.

			have explored.			

The Natural World	• Children use our school grounds, to experience and compare the signs of autumn. • Children learn how to care for living things (gentle hands, watering, tidying habitats).	• Children observe frost, ice and winter changes and take part in simple experiments (melting, freezing). • Children describe properties or materials in nature (hard/soft, smooth/rough).	• Children compare the local environment with contrasting ones (deserts, oceans, polar regions) through stories, videos and small-world play. • Children talk about how animals are suited to their environment.	• Children plant seeds and understand what plants need to grow. • Children observe the signs of spring and record changes over time (photos, drawings, oral recounts).	• Children understand the features of British habitats (ponds, forests, gardens) and local wildlife. • Children can explain simple life cycles (frog, butterfly, and bean). • Children take part activities to develop understanding how humans can help or harm the environment.	• Children explain ways to look after the planet (reduce, reuse, recycle). • Children talk about seasonal changes and weather patterns confidently. • Children show curiosity about the wider natural world and ask thoughtful questions

Early Learning Goals:

- 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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

- Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.

- Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the season and changing states of matter.

In readiness for Year 1, children leaving Reception will talk about their own past and present, using simple time vocabulary and sequencing familiar events. They will recognise that families, cultures and celebrations can be different from their own and show curiosity and respect when learning about others. They will be able to describe features of the natural world, compare environments, and explain how to care for plants, animals and their planet.

Expressive Art and Design

In provision, children create within a carefully curated environment where open-ended materials, natural resources, clay, paint, wire, textiles, recycled materials and loose parts invite curiosity, experimentation and creativity. Adult's value children's ideas, encourage careful observation of the natural world and support children to revisit, refine and talk about their creative thinking as artists and designers.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials	• Children independently explore and care for creative materials and tools. • Children experiment with marks using a range of media and natural materials. • Children talk about what they have created.	• Children mix colours using paint and other media. • Children observe and recreate colour, pattern and texture from nature. • Children use colour, texture and shape to represent their ideas.	• Children select materials for a purpose and explain their choices. • Children use folding, tearing, cutting and sticking with increasing control. • Children revisit and improve their creations independently.	• Children combine collage, drawing, paint and natural materials to create artwork. • Children create transient and collaborative artwork using loose parts. • Children collaborate to create larger pieces, sharing ideas and resources.	• Children refine ideas by adapting and adding detail to their creations. • Children observe closely to create detailed drawings, paintings and sculptures. • Children explore form and structure using recycled materials.	• Children independently combine materials, tools and techniques to create original artwork. • Children explain their creative process, choices and finished artwork. • Children draw on learned techniques to express their own ideas creatively.

Being Imaginative and Expressive	• Children sing and perform nursery rhymes as part of the class • Children join in with whole school singing assemblies • Children perform in Harvest Festival.	• Children perform songs in the Christmas Nativity • Children build up a repertoire of songs • Children use costumes and resources to act out narratives	• Children join in with whole school singing assemblies • Children create musical patterns using untuned instruments • Children create costumes and resources for role play Children experiment with different instruments and their sounds • Children talk about whether the like or dislike a piece of music • Children create musical patterns using body percussion	• Children join in with whole school singing assemblies • Children associate genres of music with characters and stories • Children create costumes and resources for role play	• Children join in with whole school singing assemblies • Children move in time to music • Children act out well know stories • Children follow a musical pattern to play tuned instruments	• Children join in with whole school singing assemblies • Children move in time to music • Children listen to poems and create their own • Children invent their own narratives, making costumes and resources

Early Learning Goals:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role-playing characters in narratives and stories.

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

In readiness for Year 1, children leaving Reception will confidently select and use a range of materials, tools and techniques to communicate their ideas. They will observe closely, revisit and refine their work, and explain the creative choices they have made drawing inspiration from artists. Through art, music, storytelling and performance, they will express themselves with imagination, confidence and increasing independence.