

St John Evangelist EYFS Reception New Framework overview 2021



RECEPTION CURRICULUM OVERVIEW 2021-2022



Autumn 1 <u>Who We Are</u> <u>Core Books</u> Owl babies Handa's Surprise Little Red Riding Hood Goldilocks Peace at last	Autumn 2 <u>Celebrations</u> <u>Core Books</u> The Gruffalo The Gruffalo's Child We're going on a bear hunt The Very Hungry Caterpillar	Spring 1 <u>Adventures</u> <u>Core Books</u> Mr Gumpys Outing Whatever Next Mrs Armitage on wheels Rosie's Walk On the Way home Good night Moon	Spring 2 <u>Then and Now</u> <u>Core Books</u> Each Peach Pear plum Dogger Grandad's island by Benji Davis	Summer 1 <u>Our world</u> <u>Core Books</u> Farmer Duck The Tiny Seed Jasper's Beanstalk	Summer 2 <u>Changes</u> <u>Core Books</u> Six Dinner Sid
Themes Starting school- making friends, learning names, learning the rules and routines of the classroom Our school- belonging Jobs that people do in our school Family tree's- how we are all related	Themes Birthdays Special Events- Halloween, Bonfire Night, Diwali, Christmas Autumn weather Toys from the past	Themes Winter- link to the North and South Pole Different seasons Where we live? Our local area and London How we travel to different places? Transport and jobs in transport Superheroes	Themes Our World- Countries that our families comes from People who help us today and those in the past Learning about people from the past Learning about what life was like when our grandparents were children Dinosaurs	Themes Our world- different environments, deserts, countryside, towns Animals Plants and growing Where we get our foods from Recycling Fact and Fiction- Fairies/ goblins	Themes Seaside- Sustainability- how to look after our planet Minibeasts Growing Changing states of matter Getting ready for the next year

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Staying Healthy- Healthy Food's, exercise, Oral Hygiene- looking after our teeth			Space		
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Physical, social and Emotional Development
By the end of Reception children should achieve:

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Self-Regulation	Building Relationships	Manage Self
<ul style="list-style-type: none"> • Can express own feelings and consider the feelings of others. • Is able to identify and moderate feelings • Socially and emotionally • Manages own needs • Is able to give focussed attention to what his teacher says, responding appropriately even when engaged in an activity and is able to follow instructions involving several ideas or actions (ELG) • Can set and work towards simple goals, is able to wait for what he or she wants and control their immediate impulses when appropriate (ELG) • Shows an understanding of his and her feelings and those of others and is beginning to regulate their behaviour accordingly. 	<ul style="list-style-type: none"> • Builds constructive and effective relationships • Thinks about the perspectives of others • Forms positive attachments to adults and friendships with peers (ELG) • Shows sensitivity to their own needs and others (ELG) • Works and plays co-operatively and takes turns with others (ELG) 	<ul style="list-style-type: none"> • See's themselves as a valuable individual • Shows resilience and perseverance in the face of challenge • Is confident to try new activities and shows confidence, perseverance in the face of challenge (ELG) • Can explain the reasons for rules and knows about right and wrong and tries to behave accordingly • Manages his or her basic hygiene and personal needs including dressing and going to the toilet and understands the importance of healthy food choices (ELG)

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>I can leave my mum in the morning and follow the teachers instructions</p> <p>I am learning that we have rules in the classroom to keep us safe</p> <p>I can recognise when a peer is upset</p> <p>I can take my coat off/on</p> <p>I can use the toilet independently</p> <p>I can follow a simple instruction</p> <p>I can join in an activity when instructed by an adult</p> <p>I can play alongside new and familiar peers</p>	<p>I can identify common feelings, happy, upset, cross and lonely</p> <p>I can explain to an adult what has made my upset</p> <p>I can bounce back from upsets quickly</p> <p>I can follow instructions independently</p> <p>I can use the toilet and know why washing my hands is important</p> <p>I can do up my own coat</p> <p>I can follow the rules of the classroom</p> <p>I can try new activities with peers</p> <p>I can join in with a group of children who are playing</p>	<p>I am starting to explain why I feel a certain way</p> <p>I can start to listen to my friends ideas</p> <p>I am starting to understand what foods are healthy</p> <p>I am starting to have an awareness of what actions are right and which are wrong</p> <p>I know the things that might make me upset</p>	<p>I can link feelings to events in stories that I have read</p> <p>I can solve small conflicts with my friends by speaking to them</p> <p>I can follow 2-step instructions</p> <p>I am developing my patient skills</p> <p>I can understand and discuss consequences of behaviour</p> <p>I am starting to persevere when I find something challenging</p> <p>I am starting to show empathy for my friends</p> <p>I can take turns with some support from an adult for example sand timers</p>	<p>I am starting to understand the feelings of others and the reasons for these feelings</p> <p>I can set my own goals</p> <p>I am starting to show independence, resilience and perseverance when I face challenges</p> <p>I understand the need to eat healthy foods and undress for PE independently</p> <p>I can take turns without the support of an adult</p>	<p>I am able to give focussed attention to what my teacher says</p> <p>I can set and work towards simple goals, and am able to wait for what I want and control my immediate impulses when appropriate</p> <p>I can shows an understanding of my feelings and those of others and I am beginning to regulate my behaviour accordingly.</p> <p>I can form positive attachments to adults and friendships with peers</p> <p>I can shows sensitivity to my own needs and others</p> <p>I can works and plays co-operatively and</p>

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	<p>I am starting to form new friendships</p> <p>I can take turns with adult support</p>				<p>takes turns with others</p> <p>I am confident to try new activities and shows confidence, perseverance in the face of challenge</p> <p>I can explain the reasons for rules and knows about right and wrong and tries to behave accordingly</p> <p>I can manage my own basic hygiene and personal needs including dressing and going to the toilet and I understand the importance of healthy food choices</p>
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Communication and Language

By the end of Reception children should achieve:

Listening, Attention and Understanding

- Learns how to listen carefully and understands why listening is important
- Learns new vocabulary
- Uses new vocabulary throughout the day
- Engages in story times
- Listens to and talks about stories to build familiarity
- Listens carefully to rhymes and patterns
- Engages in non-fiction books
- Holds conversation when engaged with back and forth exchanged with peers/teachers (ELG)
- Listens attentively and responds with relative questions, comments and answers when being read to or with whole group discussions (ELG)
- Makes comments about what they heard and ask questions to clarify their understanding (ELG)

Speaking

- Ask questions to find out more and to check what has been read/said to them
- Is able to articulate their ideas and thoughts in well-formed sentences
- Can connect one idea to another using a range of connectives
- Is able to describe events in some detail
- Uses talk to work out problems and organise thinking and activities, explaining how things work and might happen
- Is developing social phrases
- Can retell a story
- Uses new vocabulary in different contexts
- Can express his ideas/feelings about his experiences in full sentences using past/present /future tense with modelling support from teacher (ELG)
- Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non fiction and rhymes were appropriate (ELG)
- Participates in small group, class and one to one discussions, offering their own ideas using recently introduced new vocabulary (ELG)

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>I am able to listen with support from adults during small group and whole class activities</p> <p>I am able to speak in a simple sentence</p> <p>I am starting to recognise new vocabulary</p> <p>I can listen to stories and join in with the rhyme of the week</p> <p>I can start to ask some questions</p>	<p>I am able to listen to my teacher during whole class activities</p> <p>I am starting to understand why listening is important</p> <p>I am able to attempt to speak in a full sentence to explain my idea</p> <p>I can learn new words</p> <p>I join in and know well known rhymes</p> <p>I enjoy engaging with stories on the carpet and in the provision</p>	<p>I understand that I need to listen to learn</p> <p>I am able to speak in full sentences to articulate my ideas</p> <p>I can use new vocabulary in my play</p> <p>I am starting to engage with well-known stories independently</p> <p>I can recognise a non-fiction book</p> <p>I can use rhymes in other areas of my learning</p>	<p>I can ask questions about well-known stories</p> <p>I can explain the events of stories</p> <p>I am starting to use a range of connectives to connect my ideas when speaking in sentences</p> <p>I can engage in stories independently in the provision and when looking at books</p> <p>I enjoy looking at non-fiction books</p> <p>I can use some social phrases</p> <p>I have an understanding of the past and present tense and how to use it</p>	<p>I can retell events of stories in more detail and ask my own questions</p> <p>I can use new vocabulary in different contexts</p> <p>I can start to use talk to organise my thinking in play and activities</p> <p>I am starting to use different tenses accurately when I speak</p> <p>I am starting to explain how things might work/happen</p> <p>I can have a conversation with my peers when engaged in an activity</p>	<p>I can hold a conversation when engaged with back and forth exchanges with my peers</p> <p>I can listen attentively and respond with relative questions, comments and answers when being read to or with whole group discussions</p> <p>I can make comments about what I have heard and ask questions to clarify my understanding</p> <p>I can express my ideas/feelings about experiences in full sentences using past/present /future tense with modelling support from my)</p> <p>I participates in small group, class and one</p>

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			<p>I can use talk to work out problems</p> <p>I am developing my conversational skills with my peers</p>		<p>to one discussions, offering my own ideas using recently introduced new vocabulary</p>
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Physical Development

By the end of Reception children should have achieved:

Gross Motor Skills

- Is revising the fundamental skills they have required in rolling, crawling, walking, jumping, running, hopping, skipping and climbing
- Is progressing towards a more fluent style of moving with developing control and grace
- Is developing overall body strength, co-ordination, balance and agility
- Confidently uses a range of indoor and outdoor equipment alone and in a group
- Is future developing a range of ball skills, throwing, catching, kicking, passing and aiming
- Knows and can talk about the different factors that support his overall health and wellbeing such as healthy eating/tooth brushing/screen time/having a good nights sleep/being safe on the roads
- Is future developing the skills needed to manage the school day such as lining up in sequence/meal times and personal hygiene
- Demonstrates strength, balance and coordination when playing (ELG)
- Moves energetically such as running, jumping, skipping, hopping and climbing (ELG)
- Is able to negotiate space and obstacles safely with consideration for the safety of others (ELG)

Fine Motor Skills

- Is developing the foundations of a handwriting style that is fast, accurate and efficient
- Is developing their fine motor control so they can manage a range of tools safely eg pencils, paintbrushes, scissors, knives and folks
- Is beginning to show accuracy and care when drawing (ELG)
- Holds a pencil effectively in preparation for fluent writing using the tripod grip (ELG)
- Uses a range of tools effectively for example pencils, scissors and cutlery (ELG)

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>I can explore the outside area and apparatus using different movements</p> <p>I can explore using pencils, paintbrushes, scissors and cutlery safely</p> <p>I can develop my throwing and catching skills</p> <p>I know that I have to brush my teeth twice daily</p> <p>I can line up and learn my place in the lining up line</p> <p>I can balance on equipment</p>	<p>I can continue to develop my upper body strength on apparatus</p> <p>I can start to balance on apparatus</p> <p>I can work on my passing and kicking skills using a ball</p> <p>I know how to be safe on roads</p> <p>I am starting to hold a pencil the correct way for my age</p> <p>I can use scissors independently</p> <p>I can use a knife and fork at lunchtime</p>	<p>I can use outdoor and indoor equipment safely</p> <p>I know what foods are healthy and can explain how you look after your teeth</p> <p>I can write familiar letters and those in my name clearly and confidently</p> <p>I can line up in order independently</p> <p>I am starting to hold a pencil independently</p> <p>I am starting to use a pencil to draw so that my pictures are recognisable to others</p>	<p>I know what foods are bad for my teeth</p> <p>I know how to move around obstacles safely</p> <p>I can aim to score a goal when shooting a ball</p> <p>I can line up in my lining up order independently</p> <p>I can use scissors safely and for a range of purposes</p> <p>I can use a paintbrush and pencil to create recognisable drawings</p>	<p>I can use my coordination skills when playing team games</p> <p>I can move confidently in a variety of ways</p> <p>I can negotiate space inside and outside</p> <p>I can take care with my drawings</p> <p>I am starting to use the tripod grip in writing</p>	<p>I can demonstrate strength, balance and coordination when playing</p> <p>I can move energetically such as running, jumping, skipping, hopping and climbing</p> <p>I am able to negotiate space and obstacles safely with consideration for the safety of others</p> <p>I am beginning to show accuracy and care when drawing</p> <p>I can hold a pencil effectively in preparation for fluent writing using the tripod grip</p> <p>I can use a range of tools effectively for example pencils, scissors and cutlery</p>

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Literacy By the end of Reception is r children should achieve:					
Comprehension		Word Reading		Writing	
<ul style="list-style-type: none"> • Re-reads books to build up their confidence with word reading/fluency and enjoyment • Anticipates key events in stories (ELG) • Demonstrates an understanding of what has been read to them/retelling stories and narratives/using their own words or newly introduced vocabulary (ELG) • Uses and understands recently introduced vocabulary during discussions about stories , non-fiction, rhymes and poems and during role play (ELG) 		<ul style="list-style-type: none"> • Reads individual letters by saying the sounds for them • Is able to blend sounds to words • Can read some letter sounds that represent one sound and say the sound of them • Can read some common exception words • Is able to read some phrases and words • Reads aloud simple books that are consistent with phonic knowledge including CEW (ELG) • Can read words using phonic blending (ELG) • Is able to say a sound for each letter in the alphabet and at least 10 digraphs (ELG) 		<p>Can form lower case and capital letters correctly Is able to spell words by identifying the sounds Can write short sentences with words with known letter/sound correspondence using a capital letter and full stop Re-reads what they have written to check that it makes sense Spells words by identifying sounds in them and representing the sounds with a letter of letters (ELG) Writes recognisable letters most of which are correctly formed (ELG) Writes simple words and phrases that can be read by others (ELG)</p>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>I can listen to a story and comment on the events</p> <p>I can name the characters in a story</p>	<p>I can identify the characters and setting in a familiar story</p> <p>I can join in with a well- known refrain from a story</p>	<p>I can re-read well known phrases in books independently</p> <p>I can start to recognise non-fiction books</p>	<p>I am starting to retell new narratives in my own words</p> <p>I can start to make my own predictions when reading books</p>	<p>I can retell narratives/poems/rhymes in detail including new vocabulary</p> <p>I can read books using words that I know and my phonics</p>	<p>I can anticipates key events in stories</p> <p>I can demonstrates an understanding of what has been read to me/retelling stories and narratives/using</p>

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<p>I can identify an objects when given the initial sound</p> <p>I can say the initial sound in a word</p> <p>I can attempt to write my name without the help of a name card</p>	<p>I can make a simple prediction</p> <p>I can use the language of the story in role play</p> <p>I can recognise most of my phase 2 sounds</p> <p>I am starting to hear and blend CVC words</p> <p>I am starting to write CVC words</p> <p>I am starting to recognise some Common Exception Words</p>	<p>I can understand new vocabulary in books/poems</p> <p>I can read more CVC words using blending</p> <p>I can read all the individual sound words</p> <p>I am starting to form both uppercase/lowercase letters correctly</p>	<p>I can blend sounds in CVC/CVCC words</p> <p>I can read some digraphs and words with digraphs in them</p> <p>I am starting to read words/phrases independently</p> <p>I can write short phrases/captions with support from an adult</p>	<p>I can read sentences using phonics and my knowledge of CEW</p> <p>I can read words with the 10 digraphs in them</p> <p>I can use my phonics to spell a range of words independently</p> <p>I am starting to read back my work independently for meaning</p>	<p>their own words or newly introduced vocabulary</p> <p>I can use and understands recently introduced vocabulary during discussions about stories , non-fiction, rhymes and poems and during role play</p> <p>I can reads aloud simple books that are consistent with phonic knowledge including CEW</p> <p>I Can read words using phonic blending</p> <p>I am able to say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>I can spell words by identifying sounds in them and representing the sounds with a letter of letters</p>
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					<p>I can write recognisable letters most of which are correctly formed</p> <p>I can write simple words and phrases that can be read by others</p>
<p>Mathematics By the end of Reception children should achieve:</p>					
<p>Number:</p> <ul style="list-style-type: none"> Counts objects, actions and sounds Is able to subdivide Is able to link the number symbol with its cardinal value Can count beyond 10 Is able to compare numbers Understands the one more/one less relationship between numbers Is able to explore the composition of numbers to 10 Automatically recalls number bonds to numbers to 10 Automatically recalls number bonds to 5 and subtraction facts and some number bonds to 10 including double facts (ELG) Has a deep understanding of numbers to 10 (ELG) Is able to subdivide up to 5 (ELG) 			<p>Numeral Patterns:</p> <ul style="list-style-type: none"> Can select, rotate and manipulate shapes in order to develop spatial reasoning skills Investigates composing and decomposing shapes and recognises that a shape can have other shapes in it Is able to continue, copy and create repeating patterns Can compare length, weight and capacity Can compare quantities up to 10 in different contexts, recognising when one quantity is greater than the other, less than or the same as the other quantity (ELG) Is able to explore and represent patterns within numbers to 10, including evens, odds, double facts and how quantities can be distributed equally (ELG) Verbally count beyond 20 recognising the pattern of the counting system (ELG) 		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can join in with number songs and rhymes	I can subdivide to 4	I can subdivide up to 5	I can subdivide bigger numbers	I can subdivide numbers to 10	I automatically recall number bonds to 5 and subtraction facts and

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<p>I can recite numbers to 10</p> <p>I can recognise that everything can be counted</p> <p>I can subitise to 3</p> <p>I can show 3 in different ways</p> <p>I can use one number for one item when counting</p> <p>I understand the cardinal principle</p> <p>I can understand more in practical contexts</p> <p>I can describe the shape of real life objects</p> <p>I can sort different objects</p>	<p>I can discuss composing numbers to 4</p> <p>I can start to recognise numbers within numbers</p> <p>I can recite numbers to 20</p> <p>I can count back from 20</p> <p>I can show accuracy when counting objects to 10</p> <p>I can use and understand the language of more/fewer in practical contexts</p> <p>I can understand positional language</p> <p>I can identify the properties of 2D shapes</p>	<p>I can recognise one more/one less than a number to 10</p> <p>I can recognise numbers with 5</p> <p>I can start to recognise number bonds to 5</p> <p>I can use the language of length and time</p> <p>I can use the language of weight such as heavy/light</p> <p>I can recognise a repeating pattern</p>	<p>I can count up to 20 accurately</p> <p>I can find one more/one less than a number to 10</p> <p>I can compare quantities to 10</p> <p>I can know number bonds to 5</p> <p>I can know subtraction facts to 5</p> <p>I can use the language of time. Yesterday, tomorrow, today</p>	<p>I am able to count above 20</p> <p>I am starting to recognise patterns in the number system</p> <p>I know about odd and even numbers</p> <p>I know what doubling is</p> <p>I know how to share quantities</p> <p>I can recognise some number bonds to 10</p>	<p>some number bonds to 10 including double facts</p> <p>I have a deep understanding of numbers to 10</p> <p>I am able to subitise up to 5</p> <p>I can compare quantities up to 10 in different contexts,</p> <p>I am able to explore and represent patterns within numbers to 10, including evens, odds , double facts and how quantities can be distributed</p> <p>I can verbally count beyond 20 recognising the pattern of the counting system</p>
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<p>Understanding the world By the end of Reception children should be able to:</p>		
<p>Past and present</p>	<p>People, Culture and Communities</p>	<p>The Natural World</p>

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<ul style="list-style-type: none"> • Comment on images of familiar situations in the past • Is able to compare and contrast characters from stories including figurines from the past • Knows some similarities and differences between things in the past now and then (ELG) • Shows an understanding of the past through settings, characters and events in books read in class storytelling (ELG) 		<ul style="list-style-type: none"> • Talk about members of their family or community • Names and describes people who are familiar to them • Is able to draw information from a simple map • Understands that some places are special to people or the community • Recognises that people have different beliefs and celebrate in different ways (ELG) • Recognises some similarities between life in this country and life another (ELG) • Describes their immediate environment using knowledge from observation, discussion, stories and maps (ELG) • 		<ul style="list-style-type: none"> • Explores the natural world around them • Explains what they can feel/see when outside • Recognises some environments are different to the ones they live • Understands the effect of changing seasons • Explores the natural world making observations and drawings of animals and plants (ELG) • Knows some similarities and differences between the natural world and contrasting environments (ELG) • Understands some important processes and changes in the natural world (ELG) 	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can comment on images of familiar situations	I can recognise what a celebration is	I can recognise a map	I understand about the past	I can explore the natural world around me	I know some similarities and differences between things in the past now and then
I can talk about members of my own family and community	I can recognise that people celebrate in different ways	I can draw information form a simple map	I can explain about characters and settings in the past in stories	I understand about weather and changing seasons	I can show an understanding of the past through settings, characters and events in books
I can name and describe people	I can start to recognise that people have different beliefs	I can recognise other countries that my friends are from	I am starting to understand similarities and	I can make drawings of outside	

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<p>who are familiar to me</p> <p>I am learning about characters from stories</p> <p>I can explore my natural world</p>	<p>I can recognise that some environments are different to the ones that I live in</p> <p>I understand about changing seasons</p>	<p>I can explain what I feel/see outside</p> <p>I know about different environments</p>	<p>differences between the past and now</p> <p>I can describe the similarities and differences between different environments</p>	<p>I am starting to recognise similarities and differences</p>	<p>read in class storytelling</p> <p>I recognise that people have different beliefs and celebrate in different ways</p> <p>I recognises some similarities between life in this country and life another</p> <p>I can describes their immediate environment using knowledge from observation, discussion, stories and maps</p> <p>I can explore the natural world making observations and drawings of animals and plants</p> <p>I know some similarities and differences between the natural world and contrasting environments</p>
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					I understand some important processes and changes in the natural world
Expressive Arts and Design					
By the end of Reception children will:					
Creating with Materials			Being imaginative and Expressive		
<ul style="list-style-type: none"> • Explores, uses and refines a variety of artistic effects to express their feelings • Is able to return on and build on their previous learning • Creates collaboratively, sharing ideas, resources and skills • Makes use of props and materials when role playing characters in narrative stories (ELG) • Safely uses and explores a variety of tools and techniques, experimenting with colour, design , form and fiction (ELG) • Shares their creations, explaining the process they have used (ELG) 			<ul style="list-style-type: none"> • Listens attentively, moves and talks to music, expressing their feelings • Watches and talks about dance and performing arts • Sings in a group matching the pitch and melody • Is able to develop stories for their pretend play • Explores and engages in music making and dancing, performing solo and in groups • Invents, adapts and recounts narratives in stories with peers or teacher (ELG) • Performs stories, rhymes and poems and stories when appropriate to music (ELG) • Sings a well-known range of songs and nursery rhymes (ELG) 		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I can listen to music and express my feelings	I can role play well known stories	I can understand artistic effects	I can understand form and fiction when creating my art pieces	I can perform stories and rhymes to music	I can make use of props and materials when role playing characters in narrative stories
I can use and explore different artistic materials	I can start to explore and mix colours	I can return to my previous learning and improve it	I can use a range of techniques to create a picture	I can invent, adapt narratives in stories with my peers	I can safely use and explore a variety of tools and techniques, experimenting with
I can work with a group at the same	I can start to tell an adult about my creation	I can use props when role playing		I can use a range of variety of tools and techniques safely	

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<p>table and talk about my ideas</p> <p>I can sing songs and rhymes</p>	<p>I can explore different tools to use</p> <p>I can sing nursery rhymes as part of a group and while playing</p>	<p>I can understand pitch and melody</p> <p>I can make music with my friends</p> <p>I enjoy watching dance performances</p>	<p>I can experiment independently with colour</p> <p>I can take part in music making solo</p> <p>I can develop stories for their pretend play</p>	<p>I can start to explain the processes that I have used in my creations</p>	<p>colour, design , form and fiction</p> <p>I can share my creations, explaining the process I have used</p> <p>I can invents, adapt and recounts narratives in stories with peers or teacher</p> <p>I can performs stories, rhymes and poems and stories when appropriate to music</p> <p>I can sing a well-known range of songs and nursery rhymes</p>
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