



Curriculum Framework for Reception

Early Years Foundation Stage ~ Curriculum Principles and Rationale for the Reception classes

The curriculum in Reception is coherently planned from the **Early Years Foundation Stage Statutory Framework (2024)**. This encompasses activities and experiences that enable the children to learn, develop and gain the knowledge that will prepare them for future learning opportunities in **Key Stage One** and beyond.

The teaching team prioritise getting to know the children well, **considering previous knowledge and experiences**. This enables them to construct a curriculum that **celebrates the children and their families**, and their surrounding **natural environment**. The framework has some essential, **core learning experiences** yet remains **flexible** and can be adapted according to the needs and interests of the children. The **four guiding principles** in the framework shape and underpin our practice.

These are:

Every child is **unique**.

Children learn how to be strong and independent through **positive relationships**.

Children learn and develop well in **enabling environments with teaching and support from adults**.

Learning and development is important.

We have **high expectations and ambition** for all children and view them as curious learners. The curriculum design considers a balance of adult guided, adult initiated and child initiated learning. New knowledge can be applied, understood and consolidated through play scenarios and throughout the continuous provision, where adults interact to scaffold, extend, support and collaborate.

Being a skillful communicator is a key focus in the Reception classes. Vocabulary is extended through sharing rich texts that encourage a love of reading and the children begin their journey to become confident, fluent readers.

Learning Experiences in Reception



The long term plan below sets out the teaching and learning opportunities for Reception children during 'adult guided' times of the day.

Year	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Overarching project and themes	Me and my community Light and dark		Traditional tales with a twist Moving and growing		Our wonderful planet My learning journey	
Enhanced experiences	Listen to and sing with an orchestra. Learn how to safely light a fire and cook on it. Visit the school in the dark.		Touch and hold some unusual and exotic animals. Observe a life cycle ~ explore the tadpoles in the pond. Listen to a storyteller. Bake some bread and make butter.		Grow a plant / vegetable from seed and cook with the ingredients grown. Make a picnic to share with friends and family. Perform some special songs to your family.	
English text type	Fiction	Autumn texts: Love makes a family – Sophie Beer How to catch a star - Oliver Jeffers Hovis the hedgehog – Lynda Leigh-Crawford Happy in our skin - Fran Manushkin	Spring Texts: Goldilocks and the three bears - Nick Sharratt The gingerbread man - various authors Tap, Tap the egg cracked- Keith Faulkner Tadpoles promise - Jeanne Willis		Summer Texts: The coral kingdom - Laura Knowles and Jennie Webber Sand between my toes – Caroline Cross Eco-girl Ken Wilson-Max One World - Michael Foreman	
	Poetry	Wriggle and Roar – Julia Donaldson The Sound Collector – Roger McGough Quack said the Billy Goat - Charles Causley ShimbleShanks the railway cat – T S Elliot Once upon a star – James Carter				
Reading – Possible texts related to topic	You Choose – Pippa Goodhart and Nik Sharratt Super Duper You! - Sophy Henn All are welcome – Alexandra Penfold, Suzanne Kaufman		Goldilocks and the three dinosaurs – Mo Willems The three little wolves and the big bad pig – Eugene Trivizas Chapati moon - Pippa Goodhart What’s in an egg? - Maike		The Snail and the Whale – Julia Donaldson Lost and Found – Oliver Jeffers The Lion Inside – Rachel Bright	

	<p>Which food will you choose? – Claire Potter Welcome to our world – a celebration of children everywhere! Oscar and the Moth - Geoff Waring</p>	<p>Biederstadt Bug Hotel – Libby Walden Non fiction texts about lifecycles</p>	<p>The Last Tree – Emily Haworth Booth How many legs ? – Jim Field and Kes Grey Journey – Aaron Becker Clean up! - Nathan Bryon and Dapo Adeola</p>
<p>Communication and Language</p>	<p>Developing communication and language underpins all learning in the early years.</p> <p>Through adult led and child led learning opportunities children:</p> <p>Listen to stories with interest, joining in with repeated refrains of ‘read a lot’ stories and anticipating key events and phrases.</p> <p>Can follow one step, then two step instructions.</p> <p>Ask why, who, what, where, when questions.</p> <p>Use some range of tenses, some of which are accurate.</p> <p>Retell simple past events in correct order.</p> <p>Can follow a story without props.</p>		<p>Early Learning Goals</p> <p>Children at the Expected Level of Development will:</p> <p>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.</p>

<p>Listening, Attention & Understanding</p> <p>Speaking</p>	<p>Through adult led and child led learning opportunities children:</p> <p>Can retell simple past events.</p> <p>Begin to understand how and why, use complex sentences including 'because and'.</p> <p>Use a range of tenses.</p> <p>Display two-channelled attention.</p> <p>Can respond to how and why questions.</p> <p>Express themselves effectively by sticking to the main theme or intention.</p>					<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and- forth exchanges with their teachers and peers.</p>
<p>Writing</p>	<p>Children are able to hear, say and write the initial sound in a CVC word.</p>	<p>Children are taught to use Little Wandle phonics skills to segment and say the sounds in a CVC word.</p> <p>Children spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Children are given opportunities to write, for example writing a label, a fact about a star and writing a Christmas list.</p>	<p>Children use phonic knowledge to write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>For example, writing a simple character or scene description and a recipe for gingerbread.</p>	<p>Children:</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Children are taught to use capital letters and full stops.</p> <p>Children are taught to read their writing back to themselves to check it makes sense.</p> <p>Children have the opportunity to learn the spelling of tricky words.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
<p>Children have opportunities across the curriculum to learn to write labels, simple captions and short, phonetic sentences.</p>						

<p>Personal, Social and Emotional Development ~ Jigsaw, No Outsiders</p> <p>Self Regulation Managing Self Building Relationships</p>	<p>Children are taught emotional vocabulary for feelings.</p> <p>Rights and responsibilities.</p> <p>Jigsaw</p> <p>Being me in my world.</p>	<p>Children are able to talk about themselves, their talents and strengths Children are able to talk about expectations which keep us safe and happy.</p> <p>Jigsaw</p> <p>Celebrating differences.</p>	<p>Children are supported and encouraged to work hard, have a positive attitude, set goals and be motivated.</p> <p>Jigsaw</p> <p>Dreams and goals</p>	<p>Children think about their bodies, being healthy and exercising as well as the importance of sleep.</p> <p>Jigsaw</p> <p>Healthy me</p>	<p>Focus on transition</p> <p>Thinking, talking about and preparing for Year One including opportunities for prosocial activities which support me making a relationship with my new teacher(s).</p> <p>Children talk about respecting their bodies, growing up and fun and fears.</p> <p>Jigsaw</p> <p>Relationships Changing Me</p>	<p>Early Learning Goals</p> <p>Children at the Expected Level of Development will:</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p>
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Are 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.

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.

Children have a movement break in the morning and afternoon on the main playground to develop their gross motor skills and support the transition to KS1.

Children have a short relaxation session at the end of each lunch time. During this children learn skills to develop their regulation strategies including breathing to calm and settle.

<p>Physical Development</p> <p>Gross and fine motor skills</p> <p>Balance</p> <p>Agility</p> <p>Strength</p> <p>Being independent</p> <p>Looking after ourselves</p>	<p>Fine Motor Development – we support the children to develop their fine motor skills through a range of independent and directed activities such as threading, manipulating the play dough, using the tools and tweezers and building with the Lego. We focus on hand dominance, crossing the midline and developing the tripod pencil grasp. Scissor skill development goes hand in hand with fine motor development – approaches to supporting this are incorporated into continuous provision, through the topic and adult led learning such as crumpling, ripping, snipping and then cutting.</p> <p>Gross Motor Development – engaging in gross motor activity supports fine motor development by facilitating children’s ability to manage their bodies through space and increasing trunk control. Planned learning includes outdoor play, running, jumping, bike riding, ball play and dancing.</p> <p>Throughout the year, linked to the PE planning framework, needs of the children and links to the relevant theme and topic:</p> <p>Children explore various large movements from the shoulder using scarves which develop the key movements for writing – clockwise circles, anti-clockwise circles, up and down.</p> <p>Children have opportunities to collaborate in creating large pictures on rolls of paper on the floor, propping themselves upon their elbows in a tummy time position.</p> <p>Children are taught to use one handed tools and equipment with safety. E.g. walking whilst holding scissors using the scissors in a grasped hand way.</p> <p>Children are taught simple skills through a multi skills format – running, travelling with confidence and skill around, under, over and jumping through balancing and climbing equipment.</p> <p>Children are growing in independence in their ability to change for PE, understanding why this is a healthy habit. Can distinguish between healthy and unhealthy lifestyle choices and give an explanation.</p> <p>Children are able to talk about habits which keep them healthy - exercise, eating, sleeping, relaxation and hygiene (including dental hygiene).</p> <p>Opportunities for mindfulness and yoga teach children the benefits of slow movement, breathing and relaxation.</p> <p>Children talk about the effect physical activity has on their body including their heart rate and breathing.</p>	<p>Early Learning Goals</p> <p>Children at the Expected Level of Development will:</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Can talk about ways to keep healthy and safe</p> <p>Can dress and toilet independently</p>
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Additional provision	<p>We respond to the needs of the children and plan targeted support to support learning and understanding through:</p> <ul style="list-style-type: none"> - Using widgeits for key vocabulary, sequencing, supporting behaviours for learning and routines. - Planning activities that enable the children to successfully participate during whole class sessions (such as using sensory trays). - Communication groups for children who are new to English and those that have gaps in their learning. - Buddy system for children who are new to English / EAL so that they can interact and build relationships with children in the school who speak the same language. - Fun fit to develop gross motor skills. 	
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Mathematics ~ Numbers	<p>Children:</p> <p>Recites numbers accurately to 5 demonstrating 'some' accuracy of numbers to 10.</p> <p>Count small groups of manipulatives correctly, using 1:1 correspondence, whilst playing a variety of number games.</p> <p>Are able to recite numbers forwards and backwards from 5.</p> <p>Count small groups of fixed objects with accurate 1:1 correspondence.</p>	<p>Children:</p> <p>Accurately count fixed objects to 5 and recognise numerals to at least 5 out of sequence.</p> <p>Recognise up to 3 objects (without counting) in a range of orientations and different sizes.</p> <p>In self- initiated play begins to record numbers and mathematical thinking with own purpose.</p> <p>Understands the relationship between a group of objects and the</p>	<p>Children:</p> <p>Count up to 10 forwards and backwards including from any given number.</p> <p>Accurately count fixed objects to 10 and recognise numerals to 10 out of sequence.</p> <p>Are able to recall number bonds to 5 and knows some number pairs to 10, including double facts.</p>	<p>Children:</p> <p>Count reliably and creates groups of numbers to 10 using a range of objects and are able to place numerals to 10 in order.</p> <p>Use a range of objects to create 5 in different ways and recognize up to 5 objects (without counting) in a range of orientations.</p>	<p>Children:</p> <p>Count reliably and represent numbers beyond 10 using a range of manipulatives.</p> <p>Create number lines to support their calculations of simple addition and subtraction facts and problem solving.</p> <p>Use manipulatives to demonstrate some number bonds within 10.</p>	<p>Early Learning Goals</p> <p>Children at the Expected Level of Development will:</p> <p>Have a deep understanding of numbers to 10, including the composition of each number.</p> <p>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 double facts.</p>
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	Use graphic representations to record number explorations in pictures and mark making.	<p>corresponding number.</p> <p>Count reliably and creates groups of numbers up to at least 5 and is able to place numerals to at least 5 in order.</p>				
<p>Numbers ~ Numerical Patterns</p>	<p>When combining materials, children know how to change an amount (size, number) if something is added or taken away.</p> <p>Children are able to anticipate which amount will be next in the context of one more/one less number songs/rhymes.</p> <p>With a purpose in mind, children recognize and select simple geometric shapes in their construction and block play.</p> <p>Children uses everyday vocabulary</p>	<p>Children identify groups of objects that have more or less than and the same.</p> <p>In play scenarios, children are able to make groups of objects of the same quantity and begins to find the totals by combining groups.</p> <p>Children use everyday language to recreate and describe patterns in nature or urban environments.</p> <p>Children use comparative language to describe and compare measures</p>	<p>Using resources, children can create quantities which are greater than, less than, the same as a given number and may record these in pictures or numerals.</p> <p>Children:</p> <p>Can use resources and say one more or one less than a given number and to create equal groups.</p> <p>Create patterns by lining, placing, building and arranging.</p> <p>Order three or more measures (size, weight and capacity) whilst playing, for</p>	<p>Children:</p> <p>Verbally count beyond 20.</p> <p>Use resources to create parts of a whole, to partition pairs of numbers up to 10, to distribute quantities equally and represent double facts.</p> <p>Will demonstrate thinking through use of verbal number sentences / number stories and may choose to record these.</p> <p>In everyday contexts children are able to demonstrate through talk or when</p>	<p>Children:</p> <p>Begin to count reliably with numbers from 10 to 20, they begin to place them in order and can write numerals with some accuracy.</p> <p>Are able to give examples of numbers which are greater than/ less than for numbers beyond 10.</p> <p>Verbally count to 30 and beyond.</p> <p>Can talk about the properties of shape and patterns, using vocabulary to describe position, direction and</p>	<p>Early Learning Goals</p> <p>Children at the Expected Level of Development will:</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed</p>

	to describe and compare measures (size, weight, capacity and time).	(size, weight, capacity and time).	example with sand, water or in the mud kitchen.	responding to questions an understanding of the number sequence, values, greater and less than, odd and even. Use of measures (size, weight and capacity) when comparing and combining quantities.	movement. Estimate, measure, weigh, and can compare and order objects. Talk about properties, position and the sequence of time.	equally.
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Possible texts to develop and consolidate mathematical understanding:

One is a snail, ten is crab – April Pulley Sayre & Jeff Sayre & Randy Cecil

Counting Creatures – Julia Donaldson & Sharon King-Chai

Fruits: A Caribbean Counting Poem – Valerie Bloom and David Axtell

10 Cats – Emily Gravett

How many jellybeans? – Andrea Menotti and Yancey Labat

Centipede's 100 shoes – Tony Ross

How much does a ladybird weigh? – Alison Limentani

365 Penguins – Tom Leher

Understanding the World & Expressive Arts and Design ~

across the year, meaningful learning is planned through the theme and topic as well as responding to spontaneous learning opportunities.

<p>Understanding the World ~ Science</p>	<p>Children:</p> <p>Know the names of basic body parts.</p> <p>Use their five senses to explore.</p> <p>Observe changes in the local environment throughout the seasons.</p> <p>Name the four seasons and discuss weather features of each.</p> <p>Widening Vocabulary:</p> <p>grow, change, baby, child, teenager, adult, hair, height, ability, eat, drink, sleep, breakfast, lunch, tea, snacks, healthy, unhealthy, carbohydrates, protein, dairy, fat, vegetables, fruit, sugar, treat.</p> <p>woodland, woodland animals, squirrel, deer, owl, mouse, fox, mole, shelter, food, minibeasts, sticks, leaves, stones.</p> <p>season, warm, lighter, grow, plants, baby animals, rain, sun, blossom, plant, stem, leaves, flower, plant, roots.</p> <p>habitat, climate, shelter, food, water, survive, animals, ocean, savannah, desert, woodland.</p>	<p>Children:</p> <p>Observe, comment on and make recordings of a lifecycle which can be seen firsthand such as tadpoles in the school pond.</p> <p>Guided enquiry ~ through the topic and theme, children and adults investigate together to develop critical thinking.</p> <p>Children know that some things can change, e.g. water into ice, chocolate can be melted.</p> <p>Children make predictions about what they think might happen.</p> <p>Children will be able to explain and describe these changes.</p> <p>Widening Vocabulary:</p> <p>hot, cold, water, ice, snow, hibernate, shortest day, melt, warm, icy, slippery, heat.</p> <p>float, sink, metal, shape, size, material, experiment, waterproof.</p>	<p>Guided exploration:</p> <p>Children plant and grow a seed, observing and recording the changes over time.</p> <p>Children know how plants grow from seed, that plants need water, soil and sun to grow.</p>	<p>Early Learning Goals</p> <p>Children at the Expected Level of Development will:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons</p>
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			and changing states of matter.
<p>Understanding the world ~ History Past and Present</p>	<p>Children are encouraged to think about how they themselves have grown and changed in their own personal timeline.</p> <p>Children comment on images of familiar situations in the past.</p> <p>Children compare and contrast characters from stories, including figures from the past.</p> <p>Children create a timeline from 0 – 4/5 years old.</p> <p>Children are encouraged to think ahead to the immediate future and what they may choose to do when they are older.</p> <p>Children are able to talk with increasing awareness about the similarities of themselves and other families, their roles and routines. and are beginning to develop an awareness of some of the differences between these.</p> <p>Children share information about their lives they may share about their achievements, holiday events, family, religion or interests.</p> <p>Children are encouraged to think about similarities between themselves and their peers.</p> <p>Children are encouraged to think about history around us in our immediate environment (for example our school building, transport, technology) developing an understanding that lives were different in the past.</p> <p>Widening Vocabulary:</p> <p>Birthday , Celebration , Months , Seasons , Autumn , Winter, Spring , Summer, Months of the year (Jan, Feb, March....), Days of the week (Monday, Tuesday, Wednesday...), Today/yesterday/tomorrow , Changes, Similarities/differences.</p> <p>Old/new, Year, Seasons of the year (Autumn/Winter...) Calendar, Morning, Dinner time, Afternoon, night time tea time, lunchtime.</p> <p>Now, past, baby, child, adult, older, younger.</p>	<p>Early Learning Goals</p> <p>Children at the Expected Level of Development will:</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	

Understanding the World ~ Geography

Recognise some similarities and differences between life in this country and in other countries.

Recognise some environments that are different to one in which they live.

Talk about the features of their own immediate environment including their home.
Where do they live? How do they get to school?

Go on a local walk around Stoke Hill.

Create a simple map of the school.

Understand that some places are special to members of their community.

Talk about members of their community.

Through a range of texts and their own experience, the children are encouraged to look at similarities and differences.

Observe the changes across the four seasons.

Observe and describe weather associated with the seasons.

Compare weather from different places.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Explore the natural world around them, making observations and communicating their ideas.

Widening Vocabulary:

Map, school, home, shop, address, road, forwards, backwards, turn, under, over, behind.

Climate, rainforest, habitat, planet Earth, environment.

Seashell, seaweed, sea creatures, fish, diver, jellyfish, seahorse, boat, ship, canoe, raft, crab, pollution, ocean.

Early Learning Goals

Children at the Expected Level of Development will:

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 seasons and changing states of matter.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

<p>Understanding the World ~ Technology</p>	<p>Children can use the IWB independently to create a picture.</p> <p>Children are able to programme a bee bot to follow a simple two step and then five step command.</p> <p>Children are able to observe timers being used for example during an obstacle course race.</p> <p>Children are taught to use the ipad to take photos of their interests and immediate environment.</p> <p>Children learn how to use the tools and work on the tool bench.</p>	<p>Early Learning Goals</p> <p>Children at the Expected Level of Development will:</p> <p>Recognise that a range of technology can be used for home and school.</p> <p>Select and use technology for purpose.</p> <p>Interact with age appropriate programs.</p>
<p>Understanding the world ~ People and communities</p>	<p>Children experience a range of celebrations from different religions.</p> <p>Children discuss similarities and differences between different religions.</p> <p>Children talk about important celebrations they celebrate with their families.</p> <p>Children talk about important places to them.</p> <p>In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p>	<p>Early Learning Goals</p> <p>Children at the Expected Level of Development will:</p> <p>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.</p>

<p>Expressive Arts and Design ~ Art</p>	<p>Children will have the opportunity to study an artist, learn about their style of work and use the tool bench throughout the year.</p> <p>Children:</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Early Learning Goals</p> <p>Children at the Expected Level of Development will:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
<p>Expressive Arts and Design ~ Music</p>	<p>Children have opportunities to sing, play to and perform songs, developing their feelings of pulse and rhythm.</p> <p>Through these experiences, children develop not only their musical ear but also their listening and attention skills.</p> <p>Children use body percussion and untuned instruments such as claves and maracas to explore simple rhythm, pitch and beats.</p> <p>Children explore the emotion of the beat of music as they freely move to music.</p>	<p>Early Learning Goals</p> <p>Children at the Expected Level of Development will:</p> <p>Invent, adapt and recount narratives and</p>

	<p>Children learn about an orchestra, the conductor and the musicians.</p> <p>The Charanga scheme is taught in all classes.</p>	<p>stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>
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Exciting Learning Experiences in Reception

Really Wild Learning



World Book Day

World Science Day

