



Aspiring to achieve our best: moving forward together!

Year: Reception	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Topics	<p>What makes me special? RE- F4- Being special- Where do we belong.</p> <p>Autumn Music- Exploring rhythm using percussion instruments PSHE- new beginnings Real PE- Personal Cog-Wk. 1-3 FUNS 10, Wk 4-6 FUNS 1, Wk 7 Assessment</p>	<p>Fireworks – (own experiences, Guy Fawkes) The world around us (will lead into celebrating Christmas around the world) Christmas RE- F2-why is Christmas so special for Christians? Music- Nativity PSHE- Anti- bullying, getting on and falling out Real PE- Social Cog-Wk 1-3 FUNS 6, Wk 4-6 FUNS 2</p>	<p>Superheroes – (Supertato). Rhyme ‘Oi Frog’ Life cycles- frog, caterpillar RE- F1- Why is the word God so important to Christians? PSHE- Good to be me Real PE- Cognitive Cog-Wk 1-2 FUNS 5, Wk 3-4 FUNS 4, Wk 5 Assessment, Wk 6 Games Music- Exploring rhythm and tempo using percussion instruments.</p>	<p>What makes me grow? (diet, exercise, time sequencing, teeth, mental health) (Sports relief - Olympics) Mother’s day Easter RE- F3- why is Easter special for Christians? PSHE-Going for goals Real PE- Wk 1-2 FUNS 9, Wk 4-5 FUNS 7, Wk 6 Assessment Music- PBuzz</p>	<p>The Gingerbread man- (traditional tales) RE- F6- which stories are special and why? People who help us – Firefighter and PC Rob to come in based on a scenario such as something is lost. PSHE- Relationships Real PE- Physical Cog- Wk 1-2 FUNS 8, Wk 3-4 FUNS 12, Wk 5 Assessment</p>	<p>Under the sea (habitats, story of sharing the shell) RE- F5- which places are special and why? Olympics 2020 Japan (sports day) PSHE-Changes Real PE- Health & Fitness Cog-Wk 1-2 FUNS 11, Wk 3-4 Sports Day, Wk 5-6 FUNS 3, Wk 7 Assessment Music- PBuzz</p>
Dates/events	<p>International languages day (26th Sept – Japan) (Mental Health day 10th Oct) 21st Oct Half term</p>	<p>Nativity (4-5th Dec) (Anti-bullying week 11-15th Nov) Road safety week TRIP – to church Visit performance- The littlest elf.</p>	<p>(Internet safety day 5th Feb) Superhero day</p>	<p>World book day 5th March British Science week 6-13th March Olympics 2020 (Sports relief) Mother’s Day 22nd March</p>	<p>(Mental health week 18th 22nd May) TRIP- bakery VISIT – PC Rob and Firefighter</p>	<p>Sports day – 17th June TRIP – Plymouth Aquarium</p>
Prime Areas:						
Personal, social and emotional development	<p><u>Making relationships (40-60 months):</u> Initiates conversations Attends to and takes account of what others say</p> <p><u>Self-confidence & self-awareness:</u> Confident to speak to others about own needs. Introduce class rules and behaviour scheme. TRAIN</p> <p><u>Managing feelings and behaviour:</u> Understands that own actions affect other people for example: becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p><u>Making relationships (40-60 months):</u> Initiates conversations Attends to and takes account of what others say</p> <p><u>Self-confidence & self-awareness:</u> Confident to speak to others about own needs. Introduce class rules and behaviour scheme. TRAIN</p> <p><u>Managing feelings and behaviour:</u> Understands that own actions affect other people for example: becomes</p>	<p><u>Making relationships (40-60 months):</u> Takes steps to resolve conflicts with other children, eg find a compromise.</p> <p><u>Self-confidence & self-awareness:</u> Confident to speak to others about own needs, wants and interests. Can describe themselves in positive terms and talk about abilities.</p> <p><u>Managing feelings and behaviour:</u> Beginning to be able to negotiate and solve problems</p>	<p><u>Making relationships (30-50/40-60 months):</u> Takes steps to resolve conflicts with other children, eg find a compromise.</p> <p><u>Self-confidence & self-awareness:</u> Confident to speak to others about own needs, wants and interests. Can describe themselves in positive terms and talk about abilities.</p> <p><u>Managing feelings and behaviour:</u> Beginning to be able to negotiate and solve problems</p>	<p><u>Making relationships (ELG)</u> Explains own knowledge and understanding, and asks appropriate questions of others Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p><u>Self-confidence & self-awareness:</u> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a</p>	<p><u>Making relationships (ELG)</u> Explains own knowledge and understanding, and asks appropriate questions of others Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p><u>Self-confidence & self-awareness:</u> Children are confident to try new activities, and say why they</p>



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	Aware of boundaries set and behavioural expectations in the setting.	upset or tries to comfort another child when they realise they have upset them. Aware of boundaries set and behavioural expectations in the setting.	without aggression, eg when someone has taken their toy.	without aggression, e.g. when someone has taken their toy.	like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. <u>Managing feelings and behaviour:</u> They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. <u>Managing feelings and behaviour:</u> They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Communication and language	<p><u>Listening and attention (40-60 months):</u> Maintains attention, concentrates and sits quietly during appropriate activities.</p> <p><u>Understanding:</u> Responds to instructions involving a 2-part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><u>Speaking:</u> Extends vocab, especially by grouping and naming exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations.</p>	<p><u>Listening and attention (40-60)</u> Maintains attention, concentrates and sits quietly during appropriate activities.</p> <p><u>Understanding:</u> Responds to instructions involving a 2-part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><u>Speaking:</u> Extends vocab, especially by grouping and naming exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations.</p>	<p><u>Listening and attention (40-60 months):</u> Two-channelled attention – can listen and do for short span. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments</p> <p><u>Understanding:</u> Understands humour, e.g. nonsense rhymes, jokes.</p> <p><u>Speaking:</u> Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>	<p><u>Listening and attention (40-60 months):</u> Two-channelled attention – can listen and do for short span. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments</p> <p><u>Understanding:</u> Understands humour, e.g. nonsense rhymes, jokes.</p> <p><u>Speaking:</u> Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>	<p><u>Listening and attention(ELG)</u> They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><u>Understanding:</u> Able to follow a story without pictures or props. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>Speaking:</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p><u>Listening and attention(ELG)</u> They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><u>Understanding:</u> Able to follow a story without pictures or props. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>Speaking:</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>



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<p>Physical development</p>	<p><u>Moving and handling (40-60 months):</u> Experiments with different ways of moving. Negotiates space successfully when playing, racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skills around, under, over and through balancing and climbing equipment. Uses simple tools to effect changes to materials. Shows a preference for a dominant hand. Begins to use anti clockwise movement and retrace vertical lines. Begins to form recognisable letters.</p> <p><u>Health and self-care:</u> Usually dry and clean during the day. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practises some appropriate safety measures without direct supervision.</p>	<p><u>Moving and handling (40-60 months):</u> Experiments with different ways of moving. Negotiates space successfully when playing, racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skills around, under, over and through balancing and climbing equipment. Uses simple tools to effect changes to materials. Shows a preference for a dominant hand. Begins to use anti clockwise movement and retrace vertical lines. Begins to form recognisable letters.</p> <p><u>Health and self-care:</u> Usually dry and clean during the day. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practises some appropriate safety measures without direct supervision.</p>	<p><u>Moving and handling (30-50 months):</u> Jumps off an object and lands appropriately.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Uses a pencil and holds it effectively to form recognisable letters,</p> <p><u>Health and self-care:</u> Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p><u>Moving and handling (30-50/40-60 months):</u> Jumps off an object and lands appropriately.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Uses a pencil and holds it effectively to form recognisable letters,</p> <p><u>Health and self-care:</u> Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p><u>Moving and handling (ELG)</u> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><u>Health and self-care:</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p><u>Moving and handling (ELG)</u> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><u>Health and self-care:</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
<p>Specific Areas:</p>						
<p>Literacy</p>	<p><u>Reading (40-60 months):</u> Continues a rhyming string. Hears and says the initial sounds in words. Can segment the sounds in simple words and blend them together and</p>	<p><u>Reading (40-60 months):</u> Continues a rhyming string. Hears and says the initial sounds in words. Can segment the sounds in simple words and blend</p>	<p><u>Reading (40-60months):</u> Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly</p>	<p><u>Reading (40-60 months):</u> Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly</p>	<p><u>Reading (ELG)</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage</p>	<p><u>Reading(ELG)</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic</p>



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	<p>knows which letters represent some of them. Links sounds to letters.</p> <p>Writing (40-60 months): Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sounds in words. Writes own name.</p>	<p>them together and knows which letters represent some of them. Links sounds to letters.</p> <p>Writing (40-60 months): Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sounds in words. Writes own name.</p>	<p>influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Children read and understand simple sentences.</p> <p>Writing (40-60 months): Begins to break the flow of speech into words. Continues a rhyming string. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p>	<p>influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Children read and understand simple sentences.</p> <p>Writing (40-60months): Begins to break the flow of speech into words. Continues a rhyming string. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p>	<p>their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Writing (ELG) Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Writing (ELG) Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
Mathematics	<p>Number (40-60 months)</p> <p>Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved Selects the correct numeral to represent 1 to 5, and then to 10. Counts an irregular arrangement of up to 5 objects.</p> <p>Shape, space and measure:</p> <p>Beginning to use mathematical names 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.</p>	<p>Number (40-60 months)</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting</p> <p>Shape space and measure: Beginning to use mathematical names 'flat' 2D</p>	<p>Number (40-60 months):</p> <p>Recognises numerals 1 to 10. Counts out up to 10 objects from a larger group. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 10 objects. Counts objects to 10. Counts an irregular arrangement of up to 10 objects. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Shape, space and measure:</p>	<p>Number (40-60months):</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to 10 objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Estimates how many objects they can see and checks by counting them. Records, using marks that they can interpret and explain.</p>	<p>Number (ELG)</p> <p>Children count reliably with numbers from 1 to 20 Recognises numerals 1 to 20. Counts out up to 20 objects from a larger group. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 20 objects. Counts objects to 20. Counts an irregular arrangement of up to 20 objects. Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two</p>	<p>Number (ELG)</p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Shape, space and measure: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They</p>



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	<p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Beginning to use everyday language related to money.</p>	<p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity</p>	<p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Shape, space and measure:</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Uses everyday language related to time.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p>	<p>single-digit numbers and count on or back to find the answer.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to 20 objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Solve problems including doubling, halving and sharing</p>	<p>recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
<p>Understanding the world</p>	<p><u>People and communities (40-60 months):</u></p> <p>Enjoys joining in with family customs and routines. Children talk about past and present events in their own lives and in the lives of family members.</p> <p><u>The World:</u></p> <p>Looks closely at similarities, patterns and change.</p> <p>Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment. They make observations of animals and plants.</p> <p><u>Technology:</u></p> <p>Completes a simple programme on a computer</p>	<p><u>People and communities (40-60 months):</u></p> <p>Enjoys joining in with family customs and routines.</p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p><u>The World:</u></p> <p>Looks closely at similarities, patterns and change.</p> <p>Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment. They make observations of animals and plants.</p> <p><u>Technology:</u></p> <p>Completes a simple programme on a computer</p>	<p><u>People and communities (40-60/ELG months):</u></p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p><u>The World:</u></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur</p> <p><u>Technology:</u></p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p>	<p><u>People and communities (40-60 months/ELG):</u></p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p><u>The World:</u></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur</p> <p><u>Technology:</u></p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p>	<p><u>People and communities (ELG)</u></p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>The World:</u></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Technology:</u></p> <p>They select and use technology for particular purposes.</p>	<p><u>People and communities (ELG)</u></p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>The World:</u></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Technology:</u></p> <p>They select and use technology for particular purposes.</p>



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Expressive arts and design	<p><u>Exploring and using media and materials (40-60 months):</u> Builds a repertoire of songs and dances. Explores the different sounds of instruments. Explores when they mix colours. Sings songs, make music and dance.</p> <p><u>Being imaginative:</u> Creates simple representations of events, people and objects.</p>	<p><u>Exploring and using media and materials (40-60 months):</u> Builds a repertoire of songs and dances. Explores the different sounds of instruments. Explores when they mix colours. Sings songs, make music and dance. <u>Being imaginative:</u> Creates simple representations of events, people and objects.</p>	<p><u>Exploring and using media and materials (40-60 months):</u> Experiments to create different textures Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour,</p> <p><u>Being imaginative:</u> Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Introduces a storyline or narrative into their play</p>	<p><u>Exploring and using media and materials (40-60 months):</u> Experiments to create different textures Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour,</p> <p><u>Being imaginative:</u> Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Introduces a storyline or narrative into their play</p>	<p><u>Exploring and using media and materials(ELG)</u> Understands that different media can be combined to create new effects. Uses simple tools and techniques competently and appropriately. Assemble and join materials they are using. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <u>Being imaginative:</u> Plays cooperatively as part of a group to develop and act out a narrative. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><u>Exploring and using media and materials(ELG):</u> Understands that different media can be combined to create new effects. Uses simple tools and techniques competently and appropriately. Assemble and join materials they are using. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <u>Being imaginative:</u> Plays cooperatively as part of a group to develop and act out a narrative. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
Building Learning Power (BLP) & Characteristics of effective learning (CoEL)						