



## Abbots Ripton CE School Reception Curriculum 2023-2024

At Abbots Ripton CE School, we want our Reception children to learn knowledge and skills to support their journey through our school and to equip them for life beyond. We have planned an ambitious curriculum with a progressive sequence of knowledge and skills which continues to support their learning in KS1 and KS2. We aim for the children to be confident in this knowledge and in these skills in all areas of the curriculum, with these stored in their long term memory as they leave the Reception class. Our curriculum is knowledge and language rich, develops the characteristics of learning, independence and self-regulation, and covers the seven areas of the Early Years Statutory Framework. It is unique to our context and endeavours to meet the needs of those who join our setting.

We use specific schemes of learning for Phonics: Little Wandle, English in the Summer Term; Jane Considine resources, Maths; Mastering Number (NCETM) and White Rose Mastery Curriculum, RE; Emmanuel Project and Understanding Christianity, PE; Cambridgeshire Syllabus and the Cambridgeshire PSHE syllabus.

We also aim for the curriculum to be flexible and driven by the children's interests to ensure that they are engaged and excited by the learning within Van Gogh classroom and so they constantly achieve their best in all that they do.

Personal, Social and Emotional Development		
Marvellous Me!	Me and My World	What a wonderful World
<u>Making Relationships</u> <ul style="list-style-type: none"> <li>I choose to play and talk to a familiar friend who has a similar interest</li> <li>I am happy to talk to familiar friends and adults about my interests</li> <li>I can ask an adult for help</li> </ul>	<u>Making Relationships</u> <ul style="list-style-type: none"> <li>I show interest in other children's needs and can help and support them in these</li> <li>I am aware of some strategies to support me when negotiating sharing toys and resources e.g timer</li> </ul>	<u>Making Relationships</u> <ul style="list-style-type: none"> <li>I have particular friends and relationships</li> <li>I can resolve conflicts in peer relationships when they arise</li> </ul>
<u>Sense of Self</u> <ul style="list-style-type: none"> <li>I understand my interests and unique abilities</li> </ul>	<u>Sense of Self</u> <ul style="list-style-type: none"> <li>I am beginning to enjoy wider choices, take risks and enjoy new things</li> </ul>	<u>Sense of Self</u> <ul style="list-style-type: none"> <li>I am able to explain what I want to do and how I need to go about it</li> </ul>
<u>Understanding Emotions</u> <ul style="list-style-type: none"> <li>I can find comfort with a familiar adult when upset either in the classroom or outside</li> <li>I understand that some actions may hurt or harm others and have consequences</li> <li>I can tell someone I don't like what they are doing</li> <li>I can join in with class activities and understand I need to behave in certain ways</li> <li>I can put my hand up when I need to ask or answer something when in a group</li> </ul>	<u>Managing Emotions</u> <ul style="list-style-type: none"> <li>I know I need to say sorry if I hurt someone or say unkind words</li> <li>I recognise some emotions in myself and other people</li> <li>I know some ways to help myself or others feel better</li> </ul>	<u>Managing Emotions</u> <ul style="list-style-type: none"> <li>I know some ways in which I can manage conflict in my relationships</li> </ul>
<b>Opportunities for Cultural Capital</b>		
Tasting food and experiencing things never experienced before, performing and dressing up in front of an audience,		
<b>Links to PSHE in Year 1 (See Cambridgeshire Schemes of Work)</b>		

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Communication and Language		
Marvellous Me!	Me and My World	What a wonderful World
<u>Listening and Attention</u> <ul style="list-style-type: none"> <li>I can listen to stories</li> <li>I can listen to others in a group</li> <li>I can play and listen to my friends at the same time</li> </ul>	<u>Listening and Attention</u> <ul style="list-style-type: none"> <li>I can listen and comment on stories and others conversations</li> </ul>	<u>Listening and Attention</u> <ul style="list-style-type: none"> <li>I can listen and do for short periods of time</li> <li>I can listen in a variety of different situations; group, class, collective worship</li> </ul>
<u>Understanding</u> <ul style="list-style-type: none"> <li>I can follow action words</li> <li>I can follow simple instructions</li> <li>I can understand question words; who, what, and where?</li> </ul>	<u>Understanding</u> <ul style="list-style-type: none"> <li>I can follow instructions with more components to them</li> <li>I understand prepositions; under, behind, above, next to</li> <li>I can understand a why question</li> </ul>	<u>Understanding</u> <ul style="list-style-type: none"> <li>I can follow two part instructions</li> <li>I understand and can respond to questions; who, what, when, where, how and why</li> <li>I can talk about the settings of stories, including those set in other countries and cultures.</li> </ul>
<u>Speaking</u> <ul style="list-style-type: none"> <li>I can use my words to share my feelings, thoughts and ideas</li> <li>I can tell a past event in order</li> <li>I can hold a conversation, although I may change topic</li> </ul>	<u>Speaking</u> <ul style="list-style-type: none"> <li>I can use 'and' and 'because' to extend my ideas</li> <li>I can ask questions to understand why and how things happen</li> <li>I can use vocabulary heard in stories or linked to curriculum areas</li> <li>I can use past tense correctly</li> </ul>	<u>Speaking</u> <ul style="list-style-type: none"> <li>I can use talk to organise, clarify and sequence my ideas</li> <li>I can extend my vocabulary by exploring the meaning and sounds of new words</li> </ul>
<b>Opportunities for Cultural Capital</b> Joining in with whole school Collective Worship and visiting St Andrew's Church		
Physical Development		
Marvellous Me!	Me and My World	What a wonderful World
<u>Moving and Handling</u> <ul style="list-style-type: none"> <li>I can use pens, scissors, hammers and jugs with an increasing amount of skill</li> <li>I can sit on a chair with both feet on the ground</li> </ul>	<u>Moving and Handling</u> <ul style="list-style-type: none"> <li>I can use scissors independently</li> <li>I can negotiate space when I move at different speeds</li> <li>I can form some recognisable letters</li> </ul>	<u>Moving and Handling</u> <ul style="list-style-type: none"> <li>I am aware of others when I move around my environment</li> <li>I can jump off an object and land appropriately to stabilise balance</li> </ul>

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<ul style="list-style-type: none"> <li>I can use wheeled toys with an increasing amount of skill and control; balance bikes, trikes</li> <li>I can negotiate space when I move slowly</li> <li>I can form the anti-clockwise movement and retrace vertical lines</li> <li>I am beginning to jump, hop and skip</li> <li>I can roll and ball</li> <li>I can balance a beanbag</li> <li>With support I can respond to the direction left and right</li> </ul>	<ul style="list-style-type: none"> <li>I can hold a pencil with a tripod grip</li> <li>I am beginning to be able to throw and catch a ball</li> <li>I am beginning to kick and trap a ball</li> <li>I am beginning to understand the direction left and right</li> </ul>	<ul style="list-style-type: none"> <li>I can form most letters correctly using a pencil with a tripod grip</li> <li>I am beginning to be able to hit a stationary ball</li> <li>I can run, jump, throw and catch with coordination, strength and accuracy</li> <li>I understand the directions left and right</li> </ul>
<u>Health and Self-care</u> <ul style="list-style-type: none"> <li>I can name the parts of my body</li> <li>I can use the toilet independently</li> <li>I can get dressed and undressed with a little help</li> <li>I can change into boots and store my shoes on the rack</li> <li>I can put my coat on a peg</li> <li>I know how and why I need to wash my hands</li> <li>I know how to play safely in the outside area and classroom</li> </ul>	<u>Health and Self-care</u> <ul style="list-style-type: none"> <li>I can explain the effects of physical exercise on my body</li> <li>I can get dressed and undressed independently for PE</li> <li>I know how to transport equipment and resources safely</li> </ul>	<u>Health and Self-care</u> <ul style="list-style-type: none"> <li>I know how to look after my body and keep it clean, including my teeth</li> <li>I know how to keep safe, including drug education</li> <li>I know how to cross a road safely</li> <li>I know how to keep my body healthy; exercise, eating, sleep</li> </ul>
<b>Opportunities for Cultural Capital</b>		
Climbing trees, taking part in a Sports Day		
<b>Links to PE in Year 1 (See Cambridgeshire Scheme of Work)</b>		
<b>Literacy: Reading</b>		
<b>Marvellous Me!</b>	<b>Me and My World</b>	<b>What a wonderful World</b>
<u>Word Reading</u> <ul style="list-style-type: none"> <li>I can show an awareness of rhyme and alliteration</li> <li>I can clap or tap the syllables in words</li> <li>I can hear the initial sounds in words</li> <li>I can handle and look after books in an appropriate way</li> <li>I know the phase 2 sounds and graphemes and 'tricky' words</li> <li>I can blend sounds into words</li> </ul>	<u>Word Reading</u> <ul style="list-style-type: none"> <li>I know the phase 3 initial sounds and 'tricky' words</li> <li>I am beginning to know the phase 3 digraphs and vowel digraphs</li> <li>I can use my finger to track words across the page</li> <li>I can read simple sentences</li> <li>I can put books away after I have read them</li> </ul>	<u>Word Reading</u> <ul style="list-style-type: none"> <li>I know phase 3 sounds and some digraphs</li> <li>I know the tricky words for phase 4</li> <li>I decode unknown words</li> <li>I know fluently some high frequency words</li> <li>I am beginning to check my reading makes sense</li> <li>I can choose books I enjoy reading</li> </ul>
<u>Comprehension</u> <ul style="list-style-type: none"> <li>I can join in with known rhymes and songs</li> </ul>	<u>Comprehension</u>	<u>Comprehension</u>

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<ul style="list-style-type: none"> <li>I can talk about books I have enjoyed</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about specific words in texts and explain their meaning</li> <li>I can use words and ideas from stories in my speech and role play</li> <li>I understand that books can be fiction or non-fiction books.</li> <li>I can talk about the title of the book and understand what a blurb is.</li> <li>I know what an exclamation mark, question mark and full stop are.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about the settings, events, characters and key events in a story</li> <li>I can remember stories or information that has been read to me</li> </ul>
<b>Links to Reading in Year 1</b>		
<i>Knowledge and Skills: Phase 2 sounds and tricky words, applying these to read simple sentences</i> <b>Vocabulary: rhyme, phoneme, grapheme, digraph, trigraph, segment, decode letter, sound, word, sentence, full stop, exclamation mark, bold type, alphabet, capital letters</b>	<i>Knowledge and Skills: Phase 3 sounds and tricky words, reading digraphs and trigraphs in words, reading longer words</i> <b>Vocabulary: phoneme, grapheme, digraph, letter, sound, word, sentence, full stop, exclamation mark, question mark, bold type, alphabet, capital letters</b>	<i>Knowledge and Skills: Applying phase 4 phonics to reading and spelling, reading words with automaticity,</i> <b>Vocabulary: phoneme, grapheme, digraph, letter, sound, word, sentence, full stop, exclamation mark, bold type, alphabet, capital letters</b>
<b>Literacy: Writing</b>		
<b>Marvellous Me!</b>	<b>Me and My World</b>	<b>What a wonderful World</b>
<u>Handwriting</u> <ul style="list-style-type: none"> <li>I can make patterns with focus on circles, vertical lines and the anti-clockwise movement, using resources in both the inside and outside area</li> <li>I can write the letters in my name with the support of a visual</li> <li>I can hold a pencil with a pincer grip</li> </ul> <u>Composition</u> <ul style="list-style-type: none"> <li>I can orally construct a simple sentence</li> <li>I can make marks to convey meaning</li> </ul> <u>Spelling</u> <ul style="list-style-type: none"> <li>I can write the initial sound in a word with support of a sound mat</li> </ul> <u>Grammar/Punctuation</u> <ul style="list-style-type: none"> <li>I am aware of the components of punctuation; full stop, capital letter, question mark</li> <li>I can identify the capital letter in my name</li> </ul>	<u>Handwriting</u> <ul style="list-style-type: none"> <li>I can begin to form recognisable letters in letter families</li> <li>I can hold my pencil with a tripod grip</li> </ul> <u>Composition</u> <ul style="list-style-type: none"> <li>I can say what I want to write</li> <li>With support I can write labels and captions</li> <li>I can read back what I have written</li> </ul> <u>Spelling</u> <ul style="list-style-type: none"> <li>With support I can segment words into sounds for writing using sound and spelling banks for support</li> <li>I use sound buttons to support my spelling</li> </ul> <u>Grammar/Punctuation</u> <ul style="list-style-type: none"> <li>I can identify a letter, word and sentence in my reading</li> <li>With support I can use a capital letter for names and the first word in a sentence</li> </ul>	<u>Handwriting</u> <ul style="list-style-type: none"> <li>I can form most letters with correct formation</li> </ul> <u>Composition</u> <ul style="list-style-type: none"> <li>I can use specific vocabulary in my writing</li> <li>I can write labels, captions and sentences independently for different purposes</li> </ul> <u>Spelling</u> <ul style="list-style-type: none"> <li>I can segment words into sounds for spelling</li> <li>I can write phase 2 and 3 tricky words fluently</li> </ul> <u>Grammar/Punctuation</u> <ul style="list-style-type: none"> <li>I use a capital letter at the beginning of a sentence and a full stop at the end</li> </ul>

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Opportunities for Cultural Capital		
Writing an invitation and a postcard to someone		
Links to Writing in Year 1		
<i>Knowledge and Skills: Mark making skills, writing with a purpose, letter formation, writing cvc words</i> <i>Vocabulary:</i>	<i>Knowledge and Skills: Applying sounds learnt to words, writing phase 2 tricky words</i> <i>Vocabulary:</i>	<i>Knowledge and Skills: Applying sounds learnt to words, leaving spaces between words, writing simple sentences, using a full stop or exclamation mark.</i> <i>Vocabulary:</i>
Mathematics		
Marvellous Me!	Me and My World	What a wonderful World
<u>Number</u> <ul style="list-style-type: none"> <li>I can match , sort and compare amounts</li> <li>I can represent, compare and compose numbers to five</li> <li>I can count and recognise numerals to 10.</li> <li>I can say which number is one more or less</li> <li>I can begin to subitise numbers to 3</li> <li>I can begin to talk about my understanding</li> </ul>	<u>Number</u> <ul style="list-style-type: none"> <li>I understand the concept of zero</li> <li>I can compose and compare numbers to 10</li> <li>I can count and recognise numbers to 20.</li> <li>I can make pairs and combine two groups</li> <li>I know number bonds within 10</li> <li>I can subitise numbers to 5</li> <li>I can explain how I know the answer</li> </ul>	<u>Number</u> <ul style="list-style-type: none"> <li>I can double numbers</li> <li>I can count to 20 and recognise some numerals beyond this range.</li> <li>I can begin to count backwards from 20.</li> <li>I can share and group objects</li> <li>I understand the word 'equal'</li> <li>I can begin to understand odd and even numbers</li> <li>I can find half of an object or amount</li> <li>I can subitise numbers to 6 and beyond</li> <li>I can explain my answers in detail</li> <li></li> </ul>
<u>Measure, Shape and Spatial thinking</u> <ul style="list-style-type: none"> <li>I can compare size, mass and capacities</li> <li>I can describe simple AB patterns</li> <li>I can name the common shapes and find them in the environment</li> <li>I can use language of position to talk about objects and spaces</li> <li>I can use the language of time to talk about routines and events</li> </ul>	<u>Measure, Shape and Spatial thinking</u> <ul style="list-style-type: none"> <li>I can compare weights and capacities</li> <li>I can describe and compare lengths and heights</li> <li>I can order and sequence time in my day</li> <li>I can explore and manipulate 3d shapes and know some of their names.</li> <li>I can explore more complex patterns</li> </ul>	<u>Measure, Shape and Spatial thinking</u> <ul style="list-style-type: none"> <li>I can replicate simple models and shapes</li> <li>I can explore relationships between numbers and shapes</li> <li>I can create a simple map to replicate a place</li> <li>I know the days of the week</li> </ul>

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<b>Opportunities for Cultural Capital</b>		
Playing board games, NRICH Maths problems, Maths through stories, loose parts in continuous provision		
<b>Links to Mathematics in Year 1 (See White Rose Curriculum)</b>		
Understanding the World		
Marvellous Me!	Me and My World	What a wonderful World
<u>The World</u> <ul style="list-style-type: none"> <li>I can talk about some of the things I have seen and found, such as plants, objects, the weather, materials and places.</li> <li>I can talk about my immediate environment</li> <li>I can talk about the differences in day and night</li> </ul>	<u>The World</u> <ul style="list-style-type: none"> <li>I can explain how some plants and animals grow and change</li> <li>I can identify farm animals and name their young</li> <li>I can talk about the lifecycle of a butterfly or chick</li> <li>I can ask questions about what I can see around me</li> <li>I can make observations about the seasons and how they change</li> <li>I can name some features of my environment and use an aerial map to identify some of these; playground and Wild Wood</li> <li>I know how we can begin to care for our world</li> </ul>	<u>The World</u> <ul style="list-style-type: none"> <li>I know the four seasons</li> <li>I can draw and use simple maps of my immediate environment</li> <li>I know my address</li> <li>I can talk about how different places have similarities and differences</li> <li>I can talk about some of the things we do can have an impact on the environment</li> <li>I know that a habitat has everything a creature needs to survive</li> <li>I can identify birds and animals that live in different habitats</li> <li>I know animals can be herbivores, carnivores and omnivores.</li> <li>I can identify the simple properties of some materials.</li> </ul>
<u>Past and Present</u> <ul style="list-style-type: none"> <li>I know about my family and where I was born</li> <li>I know that as I get older, I can do different things</li> <li>I know some facts and stories about people in the past: Guy Fawkes</li> <li>I know that some stories have been around for a very long time and some are new: Traditional Tales</li> </ul>	<u>Past and Present</u> <ul style="list-style-type: none"> <li>I know that families celebrate in different ways</li> <li>I know some celebrations and festivals and I can say why they are celebrated; Christmas, Easter, Chinese New Year, Diwali</li> <li>I know an important or significant person in my life</li> </ul>	<u>Past and Present</u> <ul style="list-style-type: none"> <li>I know that as I get older, I can do different things.</li> <li>I know that my Grandparents are my Mum and Dad's parents.</li> </ul>
<u>Technology</u> <ul style="list-style-type: none"> <li>I can operate simple equipment including remote control cars, Ipads</li> <li>Esafety: I am beginning to understand that I need to stay safe when I am using the internet.</li> </ul>	<u>Technology</u> <ul style="list-style-type: none"> <li>I can complete a simple program on an electronic device</li> <li>Esafety: I know who to tell if I feel unsafe on the internet.</li> </ul>	<u>Technology</u> <ul style="list-style-type: none"> <li>I can use a device to take a photograph</li> <li>I can search for information on the internet with adult support</li> </ul>

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		<ul style="list-style-type: none"> <li>ESafety : I know I need to be kind to others when I am online.</li> </ul>
<b>Opportunities for Cultural Capital</b>		
Looking after chicks or caterpillars in the classroom, exploring and investigating in the Wild Wood, visit from family with a puppy, visits from a farmer; piglets, making a home for an insect, planting seeds and bulbs and caring for them		
<b>Links to Science, Geography, History and Computing in Year 1</b>		
<i>Science Knowledge and Skills: Weather, Seasons, Making Observations, Time; day, night, seasons, using magnifying glasses.</i> <b>Science Vocabulary: Weather and seasons, time, day, night, sun, moon, stars, planets,</b>	<i>Science Knowledge and Skills: Names of plants, animals and insects, Life Cycles of a butterfly/chicks</i> <b>Science Vocabulary: habitat, life cycle, root, stem, petals, vegetarian, omnivore, carnivore push, pull, loud, soft, question words, spring, summer, autumn, winter</b>	<i>Science Knowledge and Skills: Looking after our environment, minibeasts</i> <b>Science Vocabulary: temperature, pollution, impact, environment, Spring, Summer Autumn, Winter</b>
<i>Geography Knowledge and Skills: Weather Watching, introducing a globe, introducing seasons</i> <b>Geography Vocabulary: words to describe the environment and weather; trees, grass, flat, hilly etc, left, right, direction</b>	<i>Geography Knowledge and Skills: identifying and describing position, using maps, atlases and globes</i> <b>Geography Vocabulary: up, down, besides, underneath, next to, direction, map, location, world, country, place, town, city, village, ariel view</b>	<i>Geography Knowledge and Skills: comparing countries and different environments, road safety</i> <b>Geography Vocabulary: direction, map, left, right, forwards, backwards, around, map, aerial view, seasons, environment, habitat, pollution</b>
<i>History Knowledge: talking about events in their own lives, describing events and celebrations, Guy Fawkes, Remembrance Day</i> <b>History Vocabulary: language of time; yesterday, last week, first, next, then, after that, before, when,</b>	<i>History Knowledge:</i> <b>History Vocabulary: Language of time and place, significant/special person, VIP</b>	<i>History Knowledge and skills: Identifying differences using photos and artefacts between now and then</i> <b>History Vocabulary: Language of time and place</b>
<i>Computing Knowledge and Skills; How to turn on and off equipment, manipulating everyday technology, using a password to log on to Mathletics</i> <b>Vocabulary: log on, on, off, password, internet</b>	<i>Computing Knowledge and Skills: Using pre-coding penguins to create a sequence</i> <b>Vocabulary: programme, steps, sequence, pattern</b>	<i>Computing Knowledge and Skills: Following a sequence of steps to achieve an outcome using Beebots</i> <b>Vocabulary: steps, sequence, pattern</b>
<b>Opportunities for Cultural Capital</b>		
Visit to the wood, visit from a paramedic, visit to the local post office to buy a stamp and receive change		
<b>Expressive Arts and Design</b>		
<b>Marvellous Me!</b>	<b>Me and My World</b>	<b>What a wonderful World</b>

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<p>Creating with Materials</p> <ul style="list-style-type: none"> <li>• I can experiment with different ways to create shapes, and representations of actions, people and objects</li> <li>• I can join in with rhymes and songs</li> <li>• I can experiment with making sounds using instruments in different ways</li> <li>• I can explore how colours can be changed</li> </ul>	<p>Creating with Materials</p> <ul style="list-style-type: none"> <li>• I can use drawing to represent my ideas</li> <li>• I can begin to develop my own ideas when using media and materials</li> <li>• I can sing familiar songs</li> <li>• I can explore how sounds and movements can be changed</li> </ul>	<p>Creating with Materials</p> <ul style="list-style-type: none"> <li>• I can use my increasing knowledge of colour, media and materials to develop my own ideas</li> <li>• I can begin to join materials together in different ways; glue, tape, elastic bands, brass pins, cardboard flange and tab</li> <li>• I know how to mix colours together to achieve additional colours</li> <li>• I can sing a variety of songs</li> <li>• I can play instruments in different ways, including keeping a rhythm</li> </ul>
<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• I can use movement and sounds to express experiences , ideas and feelings</li> <li>• I can sing to myself and make up simple songs</li> <li>• I can use sounds, movements and drawings as part of my story telling and role play</li> </ul>	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• I can use modelled ideas in my play and develop variations of these</li> <li>• I can introduce a storyline into my play</li> </ul>	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• I can play cooperatively as part of a group to develop imaginary narratives and ideas</li> </ul>
<b>Opportunities for Cultural Capital</b>		
Nativity Play, trip to a theatre, taking part in Nursery Rhyme Week- November, Music lessons with a Music teacher, performing to an audience using as instrument		
<b>Links to Music, Art and Design and Tachnology in Year 1</b>		
<p><i>Music Knowledge and Skills: Joining in with common rhymes and songs, keeping a beat</i></p> <p><b>Vocabulary: rhyme, rhythm, beat, pulse, note</b></p>	<p><i>Music Knowledge and Skills: Sound can be changed by using different resources and force, playing instruments in different ways</i></p> <p><b>Vocabulary: names of basic instruments; claves, tambourine, triangle, bells, pulse, note</b></p>	<p><i>Music Knowledge and Skills: Using a glockenspiel to play a note, keep a beat and rhythm, play a percussion instrument to a beat, develop a sense of pitch</i></p> <p><b>Vocabulary: rhyme, rhythm, beat, pulse, note, Do,Re,Mi</b></p>
<p><i>Art and Design Knowledge and Skills: Colour mixing, colour recognition, exploring line and shapes, mark making, fine motor skills, dexterity, natural curiosity, modelling, visual literacy and explaining and talking, learning about the artists Van Gogh, Kandinsky (The Castle),Matisse(The Snail) link to Maths, and Monet and Degas in links to the topic On the Beach.</i></p> <p><b>Vocabulary: colour names, names of shapes and lines; curved, straight, wavy, names of tools</b></p>		





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<i>Design and Technology Knowledge and Skills</i> <b>Vocabulary</b>	<i>Design and Technology Knowledge and Skills</i> <b>Vocabulary</b>	<i>Design and Technology Knowledge and Skills</i> <b>Vocabulary</b>
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