

EYFS 2024-2025 Long Term Planning:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I wonder what makes me special?	I wonder what happens at night?	I wonder what stories teach us about the world?	I wonder what curious creatures there are?	I wonder why farms are important?	I wonder what changes?
Lines of enquiry	<ol style="list-style-type: none"> 1) Starting school 2) Family 3) Similarities and Differences 4) My Body 5) Senses and measuring 6) Special toys 7) Pets 8) Who are you? 	<ol style="list-style-type: none"> 1) Fireworks 2) Bedtime 3) Night and day 4) Sleep 5) Space 6) Space X 2 7) Christmas X2 	<ol style="list-style-type: none"> 1) Compare London to Barrow 2) Similarities and Differences 3) Artic 4) China 5) Africa 6) South America 	<ol style="list-style-type: none"> 1) Predators and Prey 2) Mini beasts 3) Under the sea 4) Camouflaged animals 5) Extinct animals 6) Endangered animals 7) Oviparous animals 	<ol style="list-style-type: none"> 1) jobs on a farm 2) The story of bread 3) The story of Wool 4) The story of Milk 	<ol style="list-style-type: none"> 1) Caterpillars 2) Growing – plants 3) Growing up 4) When I grow up... 5) Holidays – now and then
texts and stories	<ol style="list-style-type: none"> 1) The Colour Monster goes to School (Anna Llenas) 2) We are family (Patricia Hegarty) 3) My Mum and Dad make me laugh (Nick Sharrat) 4) Me and my amazing body (Joan Sweeney) 5) Measuring Me (Nicola Kent) 6) Dogger (Shirley Hughes) 7) What Pet to get Emma Dodd 8) Super Duper you (Sophy Henn) 	<ol style="list-style-type: none"> 1) Rama and Sita 2) Pip and Posy and the Bedtime Frog 3) Night monkey, Day Monkey (Julia Donaldson) 4) When you're fast asleep – who works in the night time (Peter Arrhenius) 5) How to catch a Star (Oliver Jeffers) 6) Neil Armstrong – Little People 7) Little Owl and the Christmas Star (Mary Murphy) 	<ol style="list-style-type: none"> 1) Katie in London (James Mayhew) 2) My Granny Went to Market (Stella Blackstone) 3) Polar Bear Son (Lydia Dabovich) 4) Anasi and the golden pot (Taiye Salasi) 5) The Magic Paintbrush (China – Julia Donaldson) 6) Silly Billy (Anthony Browne) (Guatamalan Worry Dolls)/non-fiction texts (Anthony Browne) 	<ol style="list-style-type: none"> 1) Gruffalo (Julia Donaldson) 2) Mad about Minibeasts (Giles Andrea) 3) Commotion in the Ocean (Poetry- Giles Andrea) 4) The mixed-up Chameleon (Eric Carle) 5) Katie and the dinosaurs (James Mayhew) 6) There's a 'rangatan in my bedroom (James Sellick) 7) Chickens aren't the only ones (Ruth Heller) 	<ol style="list-style-type: none"> 1) Farmer Duck (Martin Wadell) 2) The Little Red Hen (Jonathan Allen) 3) The story of Wool (Geoffery Patterson) 4) Milly Cow gives milk (Deborah Chancelleo) 	<ol style="list-style-type: none"> 1) Hungry Caterpillar (Eric Carle) + first half of Zanzibar poem. 2) Jasper's Beanstalk (Mick Inkpen) 3) Once there were giants (Martin Waddell) 4) Clothesline Clues to jobs (Katryn Heling) 5) Look what I found at the seaside (National Trust)
Poems	<p>What's in the Box Trevor Millum</p> <p>Funny Faces – Zim Zam Zoom</p>	<p>My Sari – Debjani Chatterjee</p> <p>Fireowrk Poem _Zim Zam Zoom</p> <p>Bedtime March Past Moira Andrew (RWI poetry)</p>	<p>Sampan by Tao Lang Pee</p>		<p>Hullabaloo! (in Zim Zam Zoom)</p>	
Songs	<p>I've got a body</p>					

EYFS Book Curriculum Overview:

Autumn 1: I wonder what makes me special?



Autumn 2: I wonder what happens at night?



Spring 1: I wonder what stories teach us about the world?



Spring 2: I wonder what curious creatures there are?



Summer 1: I wonder what happens on a farm?



Summer 2: I wonder what happens next?



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment Opportunities/ Key Events	Staff Visitors in class to ask why are you special? Elmer/Express Yourself Day Remembrance Day Harvest – Food Bank	Guy Fawkes/Bonfire Night Pyjama Day Christmas/Nativity	Around the world showcase	Mother's Day Riverside reptiles	Trip to the farm	Father's Day Release butterflies at the end of the term Children come in what they want to be when they are older.
Pre School involvement	Elmer Day (wk. Commencing 16.09.24) Food Bank	Pyjama Day (4.11.24)	Lunar New Year (29.01.24)	Easter	The Ice cream Cafe	Sports Day Transition visits
Key Vocabulary	Unique Relatives Similarity Difference	Meteor Names of the planets Rockets Satellite Gravity Solar System Star Sun nocturnal	Country Continent World Story Tale	Habitat Predator Prey Herbivore Carnivore Conservation Endangered Camouflage	Agriculture Shearing Milk production	Moving on Changes Chrysalis Pupa
Parental Involvement	Stay and Play sessions Parent's Evening Phonics workshop	Bedtime story (pjs) Nativity Phonics workshop	Mystery Reader Around the world showcase	Parent's Evening Mother's Day Mystery Reader Phonics workshop	Mystery Reader The Ice cream factory (milkshake making station)	Father's Day Summer Report Mystery Reader Ice –Cream factory
Discrete Subjects – Long Term Planning						
Literacy/Phonics	2 weeks baseline assessment alongside- -Sound discrimination: environmental sounds, instrumental sounds, body percussion - Rhythm and Rhyme - Alliteration -Voice sounds Week 3 – m, a, s, d, t Week 4 – i, n, p, g, o + word time 1.1 Week 5 - c, k, u, b + word time 1.2 Week 6 f, e, l, h, r Wordtime 1.3	Children to be banded into 4 groups: 30-minute session <u>Group 1a: Children that know less than 16 sounds.</u> Recapping gaps in sounds. Teach Set 1 single-letter Sounds and Word Time 1.1–1.3 and Learning to Blend. <u>Group 1b: More than the first 16 Set 1 single-letter Sounds (cannot blend orally)</u> Teach gaps in Set 1 single-letter Sounds and Word Time 1.1–1.4 and Learning to Blend.	1-hour sessions Most children accessing Ditties/Red Group Review Set 1 Sounds and Word Time 1.1–1.6 Teach Word Time 1.7 Red Ditty Books for reading and Get Writing! Red Ditty Books 1–10 Plus Ditty Photocopy Masters 11–20 – if needed. Assess and regroup children Books to take home – Lilac Blending Books or Lilac story books and Red Book	1-hour sessions Most children accessing Red/Green Group Green Group - Teach Set 2 Sounds and words Continue to review Set 1 Sounds and words Green Storybooks and Get Writing! Green Book Assess and regroup children Books to take home – Red Book Bag Books and Green Book Bag Books – sound cards to be sent home	1-hour sessions Most children accessing Red/Green Group Green Group - Teach Set 2 Sounds and words Continue to review Set 1 Sounds and words Green Storybooks and Get Writing! Green Book Assess and regroup children Books to take home – Red Book Bag Books and Green Book Bag Books – sound cards to be sent home	1-hour sessions Most children accessing Green/Purple Group Purple Group - Teach remaining Set 2 Sounds and words Once confident, teach Set 3 Sounds and words Continue to review Set 1 Sounds and words Purple Storybooks and Get Writing! Purple Book Assess and regroup children Books to take home – Green Book Bag Books and Purple Book Bag Books –

	<p>Week 7 j, v, y, w, z, Wordtime 1.4</p> <p>Week 8 Teach x + Wordtime 1.5</p> <p>Assess and regroup children</p> <p>Book to take home – Books to Love share + Purple Blending Books</p>	<p><u>Group 1c: Most Set 1 single-letter Sounds and can blend sounds into words orally</u></p> <p>Teach gaps in Set 1 single-letter Sounds and Word Time 1.1–1.5 and Blueprint lesson plan – Set 1 Group C Blending</p> <p><u>Independent Blending Group – All Set 1 single-letter Sounds speedily</u></p> <p>Review Word Time 1.1-1.5. Teach Word Time 1.6 and 1.7 if appropriate and Independent Blending. Introduce Red speedy green words and Red words (start 4 card pile)</p> <p><i>Use adult led focus for Sound Blending Books for children are confidently blend</i></p> <p>Assess and regroup children</p> <p>Book to take home – Books to Love share + Purple Blending Books</p>	<p>Bag Books – sound cards to be sent home</p>			<p>sound cards to be sent home</p>
<p>Maths</p>	<ul style="list-style-type: none"> -Introducing Numicon Shapes -Ordering Numicon shapes -Introducing Numicon shape patterns and rods -Linking Numicon shapes number ideas numerals -Comparing Sizes Comparing length and height 2D and 3D geometric shapes 	<ul style="list-style-type: none"> - Linking numerals with Numicon Shapes, and ordering Numicon rods. -Finding How many by grouping, and teen numbers. -Adding with Numicon Shapes -Exploring capacity -Length - Weight 	<ul style="list-style-type: none"> -Adding 1 more -Subtracting-finding the difference -Subtracting/taking away -Time -Money/comparing data on a pictogram -3D geometric shapes 	<ul style="list-style-type: none"> -Doubling and halving -Subtracting 1/connecting increasing and decreasing - Halving and Sharing - How many more/how many fewer? -Exploring mirror symmetry - Noticing opposites when making comparisons - Finding half by weighing, sharing, cutting shapes in half. 	<ul style="list-style-type: none"> -How many more/how many fewer? -Adding parts and wholes -Subtracting – parts and wholes -Money -Weight -Positional and Directional 	<ul style="list-style-type: none"> -Subtracting –parts and wholes -Connecting adding, subtracting and number lines. -More teen numbers, adding and subtracting facts -Length and Time

KAPOW PSHE	My feelings *L1 Identifying my feelings L3 Coping strategies *L4 Emotional adjectives L5 Facial expressions	Listening and following instructions L1 Simon Says L2 Listening to a story L3 Pass the whisper L6 Treasure Hunt	My Family and Friends L1 Festivals L2 Sharing L3 What makes a good friend L4 Being a good friend	My well Being L1 What is exercise? L4 Being a safe pedestrian L5 Eating healthily	Challenges L1 Why do we have rules? L2 Building towers L5 Team races	Relationships L2 Special people L3 Sharing L4 I am unique L6 Similarities and differences
KAPOW Music	Exploring Sound (5 lessons)	Celebration Music (5 lessons)	Movement and Music (5 lessons)	Musical Stories (6 lessons)	Transport (5 lessons)	Big Band (5 lessons)
RE	F1 Why is the word 'God' so important to Christians? (includes Harvest)	Incarnation Why is Christmas special for Christians?	Being special: where do we belong?	Salvation: Why is Easter special to Christians?	What places are special and why?	What stories are special and why?
PE	Fundamentals of movement	Athletics Boccia	Gymnastics Invasion Games	SAQ Dance	Multi skills	Multi skills Athletics
Forest School	Seasons: Autumn and Winter Habitats – how to care for them Exploration of different materials (Den Building)		Season: Spring Natural Processes: melting ice, a sound causing a vibration, light travelling through transparent materials, an object casting a shadow, a magnet attracting an object and a boat floating on water. Minibeasts – using pooters and magnifying glasses		Season: Summer - Knows a seed produces roots to allow water to get into the plant and shoots to produce leaves to collect sunlight - Can use a range of equipment such as pooters, magnifying glasses. - Uses terms 'chrysalis' and 'pupa' when observing the life cycle of a butterfly. - Knows that living things do not stay the same over time (life cycles, seasons, organic things decay over time).	
Key knowledge and skills progression						

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading fluently to children and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

ELG- Listening, Attention and Understanding:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged back-and-forth exchanges with their teacher and peers.

ELG: Speaking:

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

Autumn	Spring	Summer
<ul style="list-style-type: none"> - Knows how to show they are listening - Understands why it is important to listen - Asks relevant questions in response to what they have heard, wanting to find out more information - Speech is clear and understood - Comments and engages in conversation about the text, talking about what might happen next. E.g. 'They weren't meant to do that. They will be in trouble.' - Asks meaning of new words - Understands a longer list of instructions - Joins in with repeated refrains and key phrases. - Talks about the meaning of new vocabulary. - Speech is clear and understood 	<ul style="list-style-type: none"> - Uses longer sentences and links ideas - Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.' - Retells stories simply - Repeats new vocabulary in the context of a story. - Understands spoken instructions and can listen without stopping what they are doing. - Uses longer sentences and links ideas - Retells stories simply - Repeats new vocabulary in a context of a story. - Can explain the meaning of new words - Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary - Comments and engages in conversation about the text or topic talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.' Or 'the leaves are starting to fall off the trees. Soon the trees won't have any leaves.' 	<ul style="list-style-type: none"> - Uses well-formed sentences - Talks in the correct tense - Understanding more complex language including prepositions, sequencing, time - Retells how the story started, the main happening, and how it ended. - Retells a story through roleplay, using some new vocabulary and some exact words from the text - Can follow two-part instructions - Uses well-formed sentences - Talks in the correct tense but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' - Begins to use modelled vocabulary during role play and small world. - Responds to 'who', 'where' 'what' and 'when' questions and use reasoning to justify their answers - Retells how the story started, the main happening, and how ended. - Retells a story through roleplay, using some new vocabulary and some exact words from the text - Understands humour - Takes turns in much longer conversations - Openly listens to other points of view - Explains their point of view clearly when they disagree with an adult or a friend, using words as well as actions.

Personal, Social and Emotional Development

Personal Social and Emotional Development Overview (Statutory Framework)

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

ELG: Self-Regulation:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self:

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

ELG: Building Relationships:

- 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.

Autumn	Spring	Summer
<ul style="list-style-type: none"> - Identifies and names some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. - Explain to an adult what has happened when they are upset. - "Bounces back" quicker after upsets and with more independence. - Sees themselves as a valuable individual - keeps trying when they can't do something first time - Thinks of other ways of doing things if something hasn't worked. -Tries new activities with peers. - Abides by most of the rules of the classroom - Beginning to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. - Puts on own shoes and fastens if Velcro - Pulls zips up and down, but may need help to insert or separate. - Uses the toilet independently and wash their hands well, knowing why this is important. - Discusses healthy food choices. - Takes part in a variety of exercise. - Take turns, with adult support, e.g. when playing a board game. - Asks for help from a familiar adult. - Joins in with a group of children who are playing. - Forms some closer friendships and seeks them out to initiate play. - Expresses their feelings in an appropriate way. -Shows empathy in simple ways, e.g. finding an adult for a child who is hurt. - Understands that different children have different viewpoints and opinions. 	<ul style="list-style-type: none"> - Links events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy. - Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" - Considers the feelings of others. - Beginning to persevere when something is challenging. - Tries in new activities independently. - Understands that rules are there to keep us safe and to make things fair. - Takes T-Shirt and jumper on/off independently but may be back to front. - Puts on socks and shoes correctly. - Fastens zip independently. - Sorts healthy foods from less nutritional food. - Knows that exercise strengthens your heart and makes you fitter. - Understands road safety and how to be safe in the dark. - Takes turns when playing a game without adult support. - Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer. - Holds back & forth conversations, listening to their peers' ideas and responding appropriately. - Will calmly explain to another child if they don't like what they are doing (e.g. Making noises in their face) - Understands that we may not always like everyone, but we still need to treat them with respect. - Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. - Understands that we may not always like everyone, but we still need to treat them with respect. 	<ul style="list-style-type: none"> - Thinks about the perspectives of others. - Moderate their own feelings socially and emotionally. - Waits with increased patience, when necessary, e.g. When waiting for a turn on the computer. - Controls their feelings when they are upset or angry. - Enjoys more challenging activities and set goals for themselves that stretch their abilities. - Tries different approaches when solving problems and be able to discuss what they have done. - Identifies when they haven't followed a rule or made a bad choice and can say why and understands there will be a consequence. - Dresses and undresses independently but may still need help with small buttons and laces. - Clothing may still be put on back-to front on occasion. - Talks about how to be safe around water and in the sun. - Beginning to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" - Is outgoing and will help others (even if they are not close friends) who are not as confident or are in need of help. - Shows understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way.

Physical Development

Physical Development Overview (Statutory Framework)

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Fine Motor Skills:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Gross Motor Skills:













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

Autumn	Spring	Summer
<p><u>Pencil and Brush Control:</u></p> <ul style="list-style-type: none"> -Uses a dominant hand - May mark make in palmer grip - Mark makes in different directions - Makes repeated marks on paper -Mark makes left to right - Imitates simple marks such as lines - Imitates shapes that use multiple movements such as x - Start to move towards tripod grip <p><u>Scissor Skills:</u></p> <ul style="list-style-type: none"> - Snips paper moving forward - Uses helping hand to hold and help to guide the paper (non-dominant hand) - Cuts curved line (a 1/4inch curved line, within 1/4inch from the line drawn) <p><u>Cutlery Skills:</u></p> <ul style="list-style-type: none"> - Uses a knife to cut soft food like bananas and strawberries holding the knife correctly, using one hand <p><u>Drawing Skills:</u></p> <ul style="list-style-type: none"> - Draws potato people (no neck or body) - Demonstrates more control - Draws with detail (bodies with sausage limbs and additional features) - Draws bodies of an appropriate size for what they’re drawing 	<p><u>Pencil and Brush Control:</u></p> <ul style="list-style-type: none"> - Use core muscle strength to achieve good posture - Holds and uses a pencil confidently <p><u>Scissor Skills:</u></p> <ul style="list-style-type: none"> - Cuts circle shape (a circle of 6inch in diameter, within ½ from the drawn line, improving to about ¼ inch) - Cuts square shape <p><u>Cutlery Skills:</u></p> <ul style="list-style-type: none"> - Can spread using a knife - Cuts a variety of foods, holding the knife correctly, using one hand to steady the food. <p><u>Drawing Skills:</u></p> <ul style="list-style-type: none"> - Draws objects and creatures in proportion to each other (e.g. elephant is bigger than a dog) - Spends a sustained amount of time on one product. - Looks closely at lines, shapes, size and patterns when producing an observational drawing 	<p><u>Pencil and Brush Control:</u></p> <ul style="list-style-type: none"> - Develop the foundations of an appropriate handwriting style - Hold pencil effectively- tripod grip - Form letters accurately using the correct movements (shoulder pivot etc) <p><u>Scissor Skills:</u></p> <ul style="list-style-type: none"> - Cuts complex shapes, such as figures. <p><u>Cutlery Skills:</u></p> <ul style="list-style-type: none"> - Uses a fork to hold food still while cutting it with a knife - Uses a knife and folk independently <p><u>Drawing Skills:</u></p> <ul style="list-style-type: none"> - Identifies key features of living things - Looks closely at lines, shapes, size and patterns when producing an observational drawing - Drawings show finer details - Draws portraits, detailed pictures, landscapes, buildings and cityscapes

<ul style="list-style-type: none"> - Progresses towards a more fluent style of moving, with developing control and grace. - Walks along a low, wide balance beam independently - Holds a controlled static balance on one leg - Throws ball forward 10ft in the air and uses appropriate technique, such as moving arms up and back using upper trunk rotation, with arms and legs moving in opposition. - Catches a large ball between extended arms - Catches a large ball by bringing hands in towards chest - Bounces and catch a large ball using 2 hands - Walks towards and kick a ball towards a target. - Jumps forward, taking off and landing on 2 feet, showing increasing control - Hops on one foot 3 to 5 times - Climbs upstairs using alternative feet - Climbs up apparatus using two feet 	<ul style="list-style-type: none"> - Children are beginning to draw self-portraits, landscapes and buildings/cityscapes - Moves around obstacles - Walks along a low narrow balance - Hits 2ft target from 5ft away with a tennis ball using underhand toss. - Throws tennis ball underhand at least 10ft using trunk rotation and opposing arm/leg movements. - Catches a tennis ball from 5 feet using only hands - Bounces a tennis ball on the floor and catch with two hands - Runs towards and kick a ball - Coordinates body to meet and kick a ball that is rolled to them from a distance - Jumps and turn in the air - Hops up to 10 times on alternate feet - Performs different movements on a climbing frame, such as swinging. 	<ul style="list-style-type: none"> - Can gage where a moving obstacle may be and move themselves appropriately before reaching it. - Balances on an unstable surface with increasing control - Can usually hit a target from 12ft away using an overhand toss - Throws with accuracy - Bounces a tennis ball on the floor and catch in one hand - Skips rhythmically - Confidently moves across an obstacle course.
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	Literacy Development
	<p style="text-align: center;">Literacy Development Overview (Statutory Framework)</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> <p>ELG: Comprehension</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate – where appropriate – key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 diagraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p>

	<ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others. 		
	Autumn	Spring	Summer
Writing	<ul style="list-style-type: none"> - Joins in with repeated refrains and key phrases. - Identifies the main setting, characters and happening in the story is. - Orders 4 pictures or props from a story. - Comments and engages in conversation about the text, talking about what might happen next. E.g. 'They weren't meant to do that. They will be in trouble.' - Joins in with repeated refrains and key phrases. - Talks about the meaning of new vocabulary. - Spots rhymes in familiar stories and poems. - Completes a rhyming string. - Identifies words where they can hear they start with the same initial sound (alliteration). - Counts or clap syllables in a word. - Begins to use fingers to identify how many sounds are in a word. - Knows that print conveys meaning. - Begins to read individual letters by saying the sounds for them. - Begins to recognise names of peers, siblings, mummy, daddy etc. - Begins to link sounds to letters, naming and sounding letters of the alphabet. - Begins to orally blend sounds they can hear in words. - Begins to segment 2 letter and CVC words and blend them together, using sound buttons. - Knows words 'a', 'to', 'I', 'the', 'no' and 'go' by sight. - Reads phonetically decodable words and labels in books - Knows that print carries meaning and in English, is read from left to right and top to bottom. - Mark makes in different directions - Makes repeated marks on paper - Mark makes left to right - Imitates simple marks such as lines - Imitates shapes that use multiple movements such as x - Start to move towards tripod grip - Gives meaning to marks - Will 'read' from memory - Is aware of the connection between letter and sound - Letters written are recognisable 	<ul style="list-style-type: none"> - Talks in detail about the main characters and setting. - Sequences captions from a story. - Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.' - Repeats new vocabulary in a context of a story. - Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary. - Links sounds to letter, naming and sounding each letter of the alphabet. - Links sounds to 8 or more digraphs. - Links sounds to letter, naming and sounding each letter of the alphabet. - Links sounds to 8 or more digraphs. - Identifies digraphs within words. - Reads words containing digraphs, using sound buttons. - Reads words containing single sounds and digraphs without sound buttons. - Uses picture clues to help read a simple text. - Reads captions containing known sounds. - Reads simple, phonetically decodable sentences containing known sounds - Reads sentences containing digraphs and occasional trigraphs - Knows words 'he', 'she', 'we', 'be', 'me,' 'was', 'you', 'they', 'all', 'are', 'my', 'her' by sight - Holds and uses a pencil confidently - Some letters may be reversed - Starts at the correct place when forming letters - Beginning to form flicks correctly rather than 'adding' them onto the letter. - Writes words containing some digraphs - Writes simple captions - Uses full stops - Uses finger spaces between words - Writes at least 8 high frequency words from memory 	<ul style="list-style-type: none"> - Responds to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. - Retells how the story started, the main happening, and how ended. - Retells a story through roleplay, using some new vocabulary and some exact words from the text - Links sounds to a 10 or more digraphs and tri-graphs. - Knows words 'said', 'have', 'like', 'so', 'do', 'some', 'come' by sight. - Reads sentences containing known sight words - Forms most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. - Forms some capital letters correctly. - Uses capital letters correctly - Reads their work back independently - Words are phonetically plausible - Using high frequency words within their writing

	<ul style="list-style-type: none"> - Begins to write initial sounds they can hear in words - Begins to write initial and final sounds they can hear in words - Writes their name - Represents some sounds in order in their writing - Writes two letter and CVC words - Beginning to write some high frequency words from memory - Adults can read their work 			
<p style="text-align: center;">Phonics</p>	<p>-Sound discrimination: - To participate with games linked to: environmental sounds, instrumental sounds and body percussion To hear Rhythm and Rhyme in stories and songs. To identify alliteration with objects and in stories/rhymes. -Voice sounds</p> <p>-To know the initial set 1 sounds.</p>  <p>Children are assessed depending on their understanding from Autumn 1 and then grouped appropriately.</p> <p>Group 1a: To recap set 1 sounds and CVC words (1.1,1.2,1.3 - assisted blending).</p>  <p>Group 1b: Teach gaps in Set 1 single-letter Sounds and Word Time 1.1–1.4 and Learning to blend assisted and independently.</p> <p>Group 1c: Teach gaps in Set 1 single-letter Sounds and Word Time 1.1–1.5 and movement from assisted blending to independent blending.</p> <p>Group Independent Blending: Word Time 1.1-1.5. (Where appropriate): Word Time 1.6 and 1.7 if appropriate and Introduce</p>	<p>Paper Ditty books</p>  <p>Red books</p>  <p>Review Set 1 Sounds and Word Time 1.1–1.6 Teach Word Time 1.7 Red Ditty Books for reading and Get Writing! Red Ditty Books 1–10 Plus Ditty Photocopy Masters 11–20 – if needed.</p>	<p>Most children accessing Red/Green Group</p>  <p>Green Group - Teach Set 2 Sounds and words</p>  <p>Most children accessing Red/Green Group</p>  <p>Green Group - Teach Set 2 Sounds and words</p> 	<p>Minimum expectation: Green/Purple books</p>  <p>Set 2 Speed Sound Map</p>  <p>Those that are ready:</p>  <p>Set 3 Speed Sound Map</p> 

		red speedy green words and red words.				
		Minimum expectation: Ditty Books				

Mathematics Development

Mathematic Development Overview (Statutory Framework)

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to peers about what they notice and not be afraid to make mistakes.

ELG Number:

- Have a deep understanding of number to, including the composition of each number
- Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG Numerical Pattern:

- Verbally count beyond 20, recognising the pattern of the counting system; compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Maths – Number and Numerical Patterns	To chant the count sequence in order. To count objects using one number name for each object counted To become familiar with the Numicon Shapes and their colour names.	To count to 10 objects accurately. To join in counting to find out 'how many ...?' To begin to compare outcomes of counts, saying which represents more and which fewer.	To find 1 more on a number line and notice that when 1 is added to any number the result is the next number. To add 1 and find 1 more using Numicon Shapes and shape patterns.	To see and learn 'doubles' as special combinations of two numbers. To begin to see inverse connections between doubling and halving. To recognize that the number idea 10 can be	To understand subtracting as how many more?, how many fewer?, or how much less? To find out 'how many more?' or 'how many fewer?' without counting, using Numicon shapes or number rods.	To connect moving forwards along a number line with increasing and adding. To connect moving backwards along a number line with decrease and subtracting.
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	<p>To cover the whole Numicon baseboard with Numicon shapes by matching and manipulating them to fill the available spaces.</p> <p>To notice the size order of Numicon shapes.</p> <p>To recognize that the number idea 1 can be represented in many ways.</p> <p>To recite and extend the count sequence and count collections of objects accurately (increasing in number towards 10).</p> <p>To build and recognize Numicon Shape patterns matching them to Numicon Shapes.</p> <p>To recognize that the number idea 2 can be represented in many different ways.</p>	<p>To give number names to Numicon Shapes.</p> <p>To label Numicon shapes with numerals.</p> <p>To recognize that the number idea 3, 4, 5, and 6 can be represented in many ways.</p> <p>To Make links between Numicon Shapes, Numicon Shape patterns, numerals and numbers.</p> <p>To find how many objects there are by counting accurately and by making and/or recognizing Numicon Shape patterns.</p> <p>To use Numicon Shapes, Numicon Shape patterns, numerals and number names confidently to represent number ideas.</p> <p>To begin to group objects into Numicon Shape patterns as an efficient way of finding out how many there are.</p> <p>To begin to represent numbers greater than 10 with Numicon Shapes and Numicon Shape patterns.</p>	<p>To understand that adding includes increase.</p> <p>To find 1 more than a given number, starting with 1-9 and extending to 19.</p> <p>To solve '1 more' problems and make up '1 more' stories.</p> <p>To recognize that the number idea 7, 8, 9 and 10 can be represented in many ways.</p> <p>To find the difference between whole numbers, without counting, using Numicon Shapes.</p> <p>To find the difference in size between collections of objects.</p> <p>To compare everyday quantities and begin to find differences between them.</p> <p>To begin to use the terms 'odd' and 'even' using Numicon Shapes.</p> <p>To begin to give number names to rods.</p> <p>To recognize the taking away structure of subtracting as removing a part from a whole or an amount.</p> <p>To use the language of subtraction.</p> <p>To show 'taking away' by covering holes in Numicon Shapes.</p> <p>To consolidate the correspondence between number rods, number names and numerals.</p> <p>To experience fair sharing as each person having an equal amount.</p>	<p>represented in many different ways.</p> <p>To begin to learn to count in steps of two and ten.</p> <p>To identify each previous number from 10 to 1 (inverse of the successor relationship), using ordered Numicon Shapes or rods.</p> <p>To show 1 fewer by removing an object from a Numicon Shape pattern.</p> <p>To find 1 fewer than any number from 1 to 10 (extending to 20).</p> <p>To begin to describe 'nothing' with the word 'zero'.</p> <p>To solve '1 fewer' and '1 less' problems.</p> <p>To generalize that when 1 is taken away from a number, the number is always the previous number.</p> <p>To create shares and equal shares of a whole.</p> <p>To understand that a whole can be made up of different-sized parts or parts that are the same size.</p> <p>To identify and create two equal parts of a whole and know that each part is called a 'half'.</p> <p>To begin to realise that a whole shape can be halved in different ways.</p> <p>To halve collections of up to 10 objects accurately.</p> <p>To find 'half' of Numicon Shapes.</p> <p>To find two identical number rods that are equal in length to one larger rod.</p>	<p>To solve 'how many more?' / 'how many fewer?' / 'how much less?' problems in a data handling situation.</p> <p>To experience that there are several different ways of making 10 with two numbers.</p> <p>To use Numicon Shapes or number rods to add whole numbers.</p> <p>To note that a whole can be made up of parts that are either the same or different sizes.</p> <p>To begin to realize that a whole is larger than any of its parts.</p> <p>To begin to understand that adding two number can be done in any order.</p> <p>To use Numicon Shapes or number rods to subtract whole numbers.</p> <p>To note that a whole can be made of parts that are either the same or different sizes.</p> <p>To begin to realize that a whole is larger than any of its parts.</p> <p>To begin to notice the pattern when counting aloud in fives.</p>	<p>To begin to be aware of the inverse relationship between adding and subtracting.</p> <p>To notice equivalences.</p> <p>To use adding and subtracting facts and structured manipulatives in solving problems.</p> <p>To use comparative language effectively.</p>
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				<p>To understand subtracting as how many more?, how many fewer?, or how much less?</p> <p>To find out 'how many more?' or 'how many fewer?' without counting, using Numicon shapes or number rods.</p> <p>To solve 'how many more?' / 'how many fewer?' / 'how much less?' problems in a data handling situation.</p> <p>To experience that there are several different ways of making 10 with two numbers.</p>		
<p>Maths – Geometry</p>	<p>To use the language of size and make simple comparisons e.g. big and small.</p> <p>To compare and order three or more objects or amounts of different sizes, including by height</p> <p>To learn to copy, continue and devise simple repeating patterns.</p> <p>To use the names of simple 2D geometric shapes</p> <p>To notice and describe some parts and properties of simple 2D and 3d shapes.</p>	<p>To compare capacities of different containers.</p> <p>To use ordering and sorting to organize classroom play resources.</p> <p>To compare and order rods by height</p> <p>To use informal positional language, e.g. next to, between</p> <p>To describe parts and properties of cuboids and cylinders.</p> <p>To compare lengths in a range of different situations</p> <p>To sort objects into sets</p> <p>To create repeating patterns</p> <p>To become confident with describing the relative length of number rods.</p> <p>To explore things that feel heavy or light and begin to compare the weight of objects.</p> <p>To experience that weight is not always related to size.</p>	<p>To sequence everyday events and explain the order using appropriate language.</p> <p>To recognize coins and sort them in different ways</p> <p>To use everyday language to talk about money</p> <p>To begin to appreciate that shopping involves exchange</p> <p>To sort geometric shapes</p> <p>To create repeating patterns with objects</p>	<p>To notice and discuss mirror symmetry.</p> <p>To create symmetrical patterns.</p> <p>To experience making pictograms</p> <p>To use money in role-play</p>	<p>To experience making pictograms</p> <p>To use money in role-play.</p> <p>To experience making pictograms</p> <p>To use money in role-play.</p> <p>To compare lengths</p>	<p>To notice and describe distances between objects and places, and distances travelled.</p>

Knowledge and Understanding

Understanding the World Overview (Statutory Framework)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. 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. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

ELG: Past and Present:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their past experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities:

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

ELG: The Natural World:

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

A huge chunk of this section will be covered in our Forest School Curriculum.

Autumn	Spring	Summer
<ul style="list-style-type: none"> - Describes who is in their family and discusses similarities, differences and changes (e.g. notices changes such as a new haircut or something they could not do before that they now can, food they like but others may not). - Discusses different occupations of family members. - Can sequence family members by size and name (e.g. baby, child, adult) - Can talk about a past event in their life (e.g. a birthday, pre school, something they did over the summer). - Can talk about upcoming events in their life - knows they have grown from a baby into a child and that they will get older. - Can talk about how they have changed from when they were a baby (e.g. walking, talking, grown). - Uses vocabulary for time- today, yesterday, tomorrow, old, new, now, then - Understandings times of the day go in order and repeat every day (e.g. morning is before lunch time) - Knows that some special days repeat annually at the same time (e.g. Bonfire night, Christmas and birthdays) and talks/compares to previous celebrations 	<ul style="list-style-type: none"> - Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions, cars). - Talks about a wider range of occupations - Can describe similarities and differences between occupations. - Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions, cars). - Talks about a wider range of occupations - Can describe similarities and differences between occupations. - Knows there are seasons that repeat and go in order - Knows there are 7 days in a week and the names and order of these - Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions). - Uses words such as baby, toddler, child, teenager, adult and elderly to describe the age of people. - Uses past tense with increasing accuracy. - Knows names for baby animals and can match these to their adult. - Can briefly explain what the difference is between human and physical features 	<ul style="list-style-type: none"> - Knows to call 999 in an emergency - Discusses how areas have changed from when older family members were young to now (e.g. roads, new houses etc) - Uses vocabulary past, present, future - Can describe the changes that occur in each season of the year (natural world) and how these also affect us (e.g. clothing we wear, how to stay safe in the sun) - Knows there are 12 months in a year and the names and order of these. - Knows that living things do not stay the same over time (life cycles, seasons). - Can use local maps to locate objects/places they know - Can use a map to describe their journey to school - Uses basic geographical vocabulary to refer to physical and human features. - Can draw and create their own maps using real objects and or pictures and symbols - Can use directional language to describe how to get to somewhere.

<ul style="list-style-type: none"> - Talks about how some people in the past have shaped today (e.g. Guy Fawkes) - Can say they live in Barrow-Upon-Soar. - Describes what they see, feel and hear when outside - Explores the natural world around them, commenting on colours, shapes, textures, size etc - Understands that maps show where places are. - Understands that our class is made up of children who are all different, with different backgrounds. - Understands that the word 'Religion' means a belief in God or Gods. - Understands that some places are special to members of the community - Can identify some Christian symbols. - Understands why Christmas is celebrated and important to Christians. - Can retell the Christmas story - Realise that while most people in England celebrate Christmas, not all countries do. - Knows where they live and the type of building they live in (e.g. flat, bungalow) - Knows that every home has its own address. - Knows that there are different countries in the world. - Explores collections of materials, identifying similar and different properties - Can name their five senses - Discusses how to care for living things and their habitats Can explain what the word 'nocturnal' means - Talks about how we can be safe in the dark - Can answer questions about what they have observed. - Can talk about the environment around them - Knows what the word habitat means. - Explores the natural environment around them - Talks about changes that happen in the natural environment during Autumn and Winter <ul style="list-style-type: none"> - Makes observations about how things are different at night compared to during the day (flowers close up, animals, light etc). - Knows that the length of day and night changes depending on the season 	<ul style="list-style-type: none"> - Identifies features on a simple map (trees, house, river, mountain) - Understands that signs and symbols can tell us about a place - Understands that we are in the town of Barrow Upon Soar, and that it is a small part of the county Leicestershire, which is part of the country England. - Can make comparisons between Barrow and London. - Can find similarities and differences between England and other countries (China, Africa and South America). - Understands that signs and symbols can tell us about a place. - Can talk in detail about the celebration of Diwali - Can talk in detail about Chinese New Year - Recalls simply what happens when a baby is welcomed into a religion. - Understands why Christians celebrate Easter - Can talk about how and why ice is formed - Observes and discusses natural processes such as melting ice, a sound causing a vibration, light travelling through transparent materials, an object casting a shadow, a magnet attracting an object and a boat floating on water. - Can answer questions about what they have observed. - Can talk about different habitats and why they are good for certain living things (e.g. hedgehogs, birds, foxes, minibeasts) - Can talk about differences in environment when comparing China, Africa, South America and England. - Can talk about different natural environments around the world that have specific characteristics such as deserts, forests, islands - Knows that the weather can be different in different countries. - Can talk about how different animals live in different climates (e.g. elephants in Africa). - Knows there are seasons that repeat and go in order - Talks about changes that happen in the natural environment during the Spring - Can talk about underwater worlds and how these are habitats for different creatures depending on where they are in the world. 	<ul style="list-style-type: none"> - Can find similarities and differences between different places of worship. - Can find England on a world map. - Can talk about differences in celebrations, buildings, food and clothing when comparing China, Arica, South America and England. - Knows most plants start growing from a seed or bulb - Knows plants need water, warmth and light to grow and survive - Looks carefully at plants, talking about what shapes and colours they can see. - Makes observations about shapes and colours and tries to record these through drawings. - Knows a seed produces roots to allow water to get into the plant and shoots to produce leaves to collect sunlight - Can use a range of equipment such as pooters, magnifying glasses. - Uses terms 'chrysalis' and 'pupa' when observing the life cycle of a butterfly. - Knows names for baby animals and can match these to their adult. - Looks at animal key stages of development from birth to adult - Shows understanding of how humans can impact the environment (e.g. buildings, pollution) and what we can do to help. - Uses vocabulary past, present, future - Can describe the changes that occur in each season of the year (natural world) and how these also affect us (e.g. clothing we wear, how to stay safe in the sun) - Knows there are 12 months in a year and the names and order of these. - Knows that living things do not stay the same over time (life cycles, seasons, organic things decay over time).
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Expressive Arts and Design

Expressive Arts and Design Overview (Statutory Framework)

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG: Creating with materials

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

ELG: Being Imaginative and Expressive:

- Invent, adapt and recount narratives and stories with peers and their teachers.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Autumn	Spring	Summer
<ul style="list-style-type: none"> - Knows primary colours and begin exploring mixing colours. - Chooses colour for a purpose - Makes marks using shape and pattern on a range of surfaces - Develops simple patterns by printing with objects using range of materials - Uses paints and brushes to make a range of marks – dots, dabs, zig zags, wavy - Explores and uses a range of artistic effects to express themselves - Refine ideas in designs created - Articulates what they are doing to an adult - Can open the camera to take pictures of their work on an iPad - Uses different materials (larger sizes), sparkly fabric, hessian, fur, ribbons, feathers to add to costumes and make their own (e.g. own masks, material as skirts or scarves) - Uses fabric, boxes, tubes and joining materials to make props - Uses props linked to situations (e.g. till in a shop, first aid kit in hospital) - Makes up own situations - Retells well known stories. - Uses own experiences to develop storylines - Talks about stories - Uses new vocabulary in different context - Participates in small world play related to rhymes and stories - Watches dances and performances - Shares likes and dislikes about dances/performances - Learns short routines, beginning to match pace - Sings in a group, trying to keep in time 	<ul style="list-style-type: none"> - Draws with precision around the outline of shapes - Develops language of colour (secondary colours) and mix colours to make new colours - Create a simple collage - Plans what they will create and what they will need to do so - Creates their own products and begins to self-correct any mistakes - Uses different props for different characters to show their personalities (e.g. lady with necklace and handbag, other with backpack and binoculars) - Children enhance small world play with simple resources - Retells stories as a repetition, using some of their own words - Uses imagination to develop own storylines - Replicates dances and performances - Learns longer dance routines, matching pace - Sings in a group, matching pitch and following melody - Selects own instruments and plays them in time to music. - Can change the tempo and dynamics whilst playing - Knows how to use a wide variety of instruments. 	<ul style="list-style-type: none"> - Can use fabrics to weave - Uses variety of art tools with greater accuracy - Reviews own work and makes improvements, explaining why changes are better - Makes up own stories - Retells well known stories in great detail, using new language - Uses props that are very specific and for a purpose to add detail or convey meaning in their stories (some are made by pupils). - Enhances with resources that they pretend are something else - Retells stories with others - Retells stories changing/substituting some of the details - Put a sequence of actions together - Begin to improvise independently to create a simple dance - Sings by themselves, matching pitch and following melody - Sings in tune and to the correct beat - Knows a wide variety of nursery rhymes and school songs - Can change the tempo and dynamics - Recognises instruments in music - Compose their own simple tunes – Creates sound effects

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| <ul style="list-style-type: none">- Knows some nursery rhymes- Knows some Christmas songs-Can name a variety of instruments- Talks about the different sounds they make (e.g. loud, quiet, bombing, banging, high pitched)- Can clap and stamp to a beat-Plays a given instrument to a simple beat- Responds to what they have heard, expressing their thoughts and feelings. | | |
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