



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

## OLIVE EYFS

The Blyton cum Laughton Church of England Primary School Curriculum for the Early Years Foundation Stage has been designed with reading at its heart and is a vital element of the BcL Reading-Inspired Curriculum.

We believe that reading is the key to all learning and that reading opens the mind to our own world and worlds beyond!

The BcL Reading-Inspired Curriculum is based around high quality texts that are carefully chosen with learning designed to link concepts, enabling learners to make links through subjects, terms and through their entire primary journey with the aim that every child reaches their potential. By sharing and celebrating a diverse variety of books, we are providing children, parents and carers with the opportunity to explore the power of words and images with us.

<b>Christian Value:</b> <b>Friendship</b> How can we be friends of the world?	<b>Christian Value:</b> <b>Courage</b> What is a giant leap for mankind?	<b>Christian Value:</b> <b>Hope</b> When are the signs of hope in our world?	<b>Christian Value:</b> <b>Thankfulness</b> Who do we say 'Thank you' to?	<b>Christian Value:</b> <b>Compassion</b> How can we make the world a better place?	<b>Christian Value:</b> <b>Trust</b> What makes us a trusted friend?
<b>Inspirational Theme:</b> <b>Diversity</b>	<b>Inspirational Theme:</b> <b>Exploration</b>	<b>Inspirational Theme:</b> <b>Care and Protection</b>	<b>Inspirational Theme:</b> <b>Diversity</b>	<b>Inspirational Theme:</b> <b>Care and Protection</b>	<b>Inspirational Theme:</b> <b>Creativity</b>
<b>All About Me</b> New beginnings Starting school New friends Family & Feelings Staying healthy Healthy Foods (grown locally) People who help us	<b>Feasts &amp; Festivals</b> Harvest Christmas Diwali Bonfire Night Children in Need, Remembrance Day Food from around the world	<b>Paws and Claws</b> Winter Polar Bears and Penguins Dinosaurs Hibernation Chinese New Year	<b>On the Farm</b> Spring Easter Fun at the Farm	<b>Garden Explorers</b> Fairy Tales Plants and Growth	<b>Around the World!</b> Seaside Sealife Around the world Environment Holidays
<b>Books:</b> Colour Monster, Oliver's Fruit Salad, Pumpkin Soup, Wild, The Hike, The Tree, Pip and Egg, The Worrysaurus, The Honeybee, Betsy Buglove Saves the Bees	<b>Books:</b> The Little Red Hen Dear Santa, The Jolly Postman Rama & Sita, Holi Colors, Farmer Duck, Where the Poppies Now Grow, Eating the Alphabet, The Case of the Missing Cake, Our Little Kitchen,	<b>Books:</b> Emperor's Egg, One Day on the Blue Planet, The Polar Bear, Lost and Found, The Lost Penguin, A Trip to the Bottom of the World, Leaf, The Search for the Great Arctic Jellyfish, And Tango Makes Three, Blue Penguin, 365 Penguins, Ten Little Penguins,	<b>Books:</b> A Squash and a Squeeze Farmer Duck, The Gigantic Turnip, Farmer John's Tractor, The Scarecrow's Wedding, Rosie's Walk, Emma's Lamb	<b>Books:</b> Mixed-Up Fairy Tales, You Choose Fairy Tales, Little Red, Jack and the Beanstalk, The Enormous Turnip, The Little Gardener, The Tiny Seed, The Extraordinary Gardener, The Night Flower, Mrs Noah's Garden, The Big Book of Blooms,	<b>Books:</b> Out of the Blue, The Sea Saw, Somebody Swallowed Stanley, The Storm Whale, The First Book of the Sea, Fox and the Deep Sea Quest, Rainbow Fish, The Snail and the Whale, Commotion in the Ocean, Shy Ones, Ocean Waves for All, Duffy's Lucky Escape, Above and Below Sea and Shore, The Lighthouse Keeper's Lunch, Rocket Says Clean Up!
<b>Experiences and Inspirations</b> Autumn walk Doctor, nurse, firefighter visit Healthy Meal (include local produce)	<b>Experiences and Inspirations</b> BcL500 Words Bonfire night Remembrance Day Nativity/Christmas Service Christmas Letter posting	<b>Experiences and Inspirations</b> Dino-man visit Chinese meal experience from the local take away (including lanterns, place mats, etc) Rangoli patterns	<b>Experiences and Inspirations</b> Easter church visit LENT Easter Egg Hunt/Easter Bonnet Where does our food come from? (including meat)	<b>Experiences and Inspirations</b> Caterpillar growing Tadpoles Planting seeds (beans) Weather Explorers Minibeast hunting	<b>Experiences and Inspirations</b> Sing sea shanties Yorkshire Wildlife Park (Summer 1 or 2) Pirate Day (Treasure hunt/Make pirate hats and patches)

'Now and Then' Photograph & Art Exhibition (including artwork b/w and colour)	Children in Need BcL Christmas Jumper Day & Lunch BcL Christmas Market Diwali experience Anti-bullying Week	Chinese writing Create playdough dinosaurs Internet Safety Day Caring for a creature (tortoise) Make an animal story den	Farm experience Lamb visit Internet Safety Day Mother's Day Spring and spring flowers	Create a bug hotel Visit from a local beekeeper <a href="https://www.northlincsbeekeepers.org.uk/contact-us.html">https://www.northlincsbeekeepers.org.uk/contact-us.html</a>	Write a 'good luck' postcard to Y6 children Visit The Deep Trip to the seaside
<b>Phonics:</b> Level 1 and 2	<b>Phonics:</b> Level 2	<b>Phonics:</b> Level 3	<b>Phonics:</b> Level 3 and 4	<b>Phonics:</b> Level 3 consolidation and Level 4	<b>Phonics:</b> Revision of Level 3 and Level 4

## Communication & 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 frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and the providing them with extensive opportunities, to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversations, 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**.

### Early Learning Goals:

- **ELG Communication and Language – 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 in back-and-forth exchanges with their teacher and peers.
- **ELG Communication and Language – Speaking:** Participate 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

### Baseline Assessments:

**Listening, Attention and Understanding Baseline:**

- Use a wider range of vocabulary

**Speaking Baseline:**

- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Use talk to organise themselves and their play: "Let's go on a bus...you sit there...I'll be the driver."

<b>Listening:</b> Listen to others 1:1, in small groups and whole class. <i>Enjoy listening to stories and can remember what happens.</i> Listen carefully to rhymes and songs, paying attention to how they sound. <i>Understand how to listen carefully and why listening is important.</i>	<b>Listening:</b> Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment.	<b>Listening:</b> Listen attentively in a range of situations and know how to listen carefully e.g., understand they need to look at who is talking to them and think about what they are saying.	<b>Listening:</b> Understand why listening is important.	<b>Listening:</b> Listen to and understand instructions about what they are doing, whilst busy with another task	<b>Listening:</b> Listen attentively and respond to what they hear with relevant questions, comments, or actions.
<b>Attention:</b> Maintain attention in whole class and small group contexts for a short time. <i>May find it difficult to pay attention to more than one thing at a time.</i>	<b>Attention:</b> Maintain attention in new situations e.g., whole school assembly or PE sessions in the hall. Shift attention when required e.g., when given a clear prompt - 'name'.	<b>Attention:</b> Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.	<b>Attention:</b> Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.	<b>Attention:</b> Listen and continue with an activity for a short time.	<b>Attention:</b> Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed.

	<p><b>Respond:</b> <i>Engage in story times.</i> Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g., ‘chime = freeze &amp; show me 5’ (whole school rule)</p>	<p><b>Respond:</b> Make relevant comments when listening to a story and can answer ‘why’ questions. Link events in a story to their own experiences. <i>Ask questions to find out more and to check they understand what has been said to them.</i> Respond to others appropriately in play. <i>Engage in story times.</i> <i>Engage in non-fiction book.</i></p>	<p><b>Respond:</b> Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play.</p>	<p><b>Respond:</b> Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.</p>	<p><b>Respond:</b> Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer ‘what’, ‘where’, ‘when’, and ‘what could we do next’ questions. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p><b>Respond:</b> Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses words specifically to make meaning clear E.g. “I didn’t want my yellow gloves; I wanted the spotty ones that match my hat”</p>
	<p><b>Understanding:</b> Follow 1 step instructions e.g., put bookbag in drawer. <i>Understand ‘why’ questions.</i></p>	<p><b>Understanding:</b> <i>Follow instructions or a question with 2 parts in familiar situations.</i></p>	<p><b>Understanding:</b> Consider the listener and takes turns to listen and speak in different contexts.</p>	<p><b>Understanding:</b> Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition (T4W)</p>	<p><b>Understanding:</b> Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand ‘how’, ‘why’ and ‘where’ questions.</p>	<p><b>Understanding:</b> Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories, and give examples from each category E.g., Animals, transport, food, etc. Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them E.g. Soon, early, and late; square, triangle and circle; soft, hard, and smooth. Name objects, characters, and animals from a description E.g. “It lives in the jungle and is fierce with big teeth and is stripy.”</p>
	<p><b>Speaking:</b> <i>Use sentences of 4-6 words.</i> <i>Sing a large repertoire of songs e.g., nursery rhymes or numbers of songs.</i> Begin to use social phrases e.g., ‘Good Morning! <i>Use talk to organise themselves and their play.</i></p>	<p><b>Speaking:</b> Use intonation to make meaning clear to others. <i>Start a conversation with peers and familiar adults and continue it for many turns.</i> Use simple conjunctions in talk to link thoughts ‘and’ ‘because’. Retell a simple event e.g., how scratched knee’ Recognise words that rhyme or sound similar E.g., “Cat and hat”. <i>Develop social phrases – “Good morning, how are you?”</i></p>	<p><b>Speaking:</b> Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as “ran” or “fell” but may still get confused. Offer explanations for why things happen. Recount events that happen in their day.</p>	<p><b>Speaking:</b> Use talk to clarify thinking, connect ideas and share thinking with others. Articulate thoughts into sentences. Retell/create own stories for teacher scribing. Begin to connect one idea or action to another. Use simple conjunctions ‘and’, ‘because’. Use talk to help work out problems and organise thinking and activities.</p>	<p><b>Speaking:</b> Recount an event in the correct order and some detail. Give details that they know are important and will influence the listener E.g., “Ahmed fell over that stone, Javid didn’t push him”. Express ideas about feelings and experiences. Articulate their ideas in well-formed sentences. Show that they can use language to reason and persuade E.g. “Can I go outside because it’s stopped raining?”</p>	<p><b>Speaking:</b> Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well-formed sentences of 8 words or more in length with some detail. E.g., “I made a big round pizza with tomato, cheese and ham on top” Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as ‘if’, ‘because’, ‘so’, ‘could’ E.g. “I can have a biscuit if I eat all my dinner”</p>
	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Welcome to EYFS.</li> <li>• Settling in activities.</li> <li>• Making friends.</li> <li>• Familiar experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Develop vocabulary</li> <li>• Discovering passions</li> <li>• Tell me a story – retelling stories</li> <li>• Story language</li> <li>• Word hunts</li> <li>• Listening and responding to stories</li> </ul>	<ul style="list-style-type: none"> <li>• Settling in activities</li> <li>• Using language well</li> <li>• Asks how and why questions</li> <li>• Discovering passions</li> <li>• Retell a story with story language</li> <li>• Story invention – talk it!</li> </ul>	<ul style="list-style-type: none"> <li>• Describe events in detail – time connectives</li> <li>• Discovering passions</li> <li>• Understand how to listen carefully and why listening is important</li> </ul>	<ul style="list-style-type: none"> <li>• Settling in activities</li> <li>• Discovering passions</li> <li>• Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Show and tell</li> <li>• Weekend news</li> <li>• Discovering passions</li> <li>• Read aloud books to children that will extend their knowledge of the world and illustrate a current topic</li> </ul>

<ul style="list-style-type: none"> <li>• What are our passions, hopes and dreams?</li> <li>• This is me!</li> <li>• Rhyming and alliteration</li> <li>• Familiar print</li> <li>• Sharing facts about me!</li> <li>• Shared stories</li> <li>• Model talk routines through the day.</li> </ul>	<ul style="list-style-type: none"> <li>• Following instructions</li> <li>• Taking part in discussions</li> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Use new vocabulary through the day</li> <li>• Choose books that will develop vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them</li> <li>• Describe events in some detail</li> <li>• Listen to and talk about stories to build familiarity and understanding</li> <li>• Learn rhymes, poems and songs</li> </ul>	<ul style="list-style-type: none"> <li>• Use picture cue cards to talk about an object: 'What colour is it? Where would you find it?'</li> <li>• Sustained focus when listening to a story</li> </ul>		<ul style="list-style-type: none"> <li>• Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</li> </ul>
<div> <div> <b>LINKS TO KS1 READINESS:</b>  <b>Listening Skills</b>            To listen to others in a range of situations and usually respond appropriately.  <b>Following Instruction</b>            To understand instructions with more than one point in many situations.  <b>Asking and Answering Questions</b>            To begin to ask questions that are linked to the topic being discussed.            To answer questions on a wider range of topics (sometimes may only be one-word answers).  <b>Drama, performance and confidence</b>            To speak clearly in a way that is easy to understand.            To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.            To know when it is their turn to speak in a small group presentation or play performance.            To take part in a simple role play of a known story.         </div> <div> <b>Vocabulary building and standard English</b>            To use appropriate vocabulary to describe their immediate world and feelings.            To think of alternatives for simple vocabulary choices.  <b>Speaking for a range of purposes</b>            To organise their thoughts into sentences before expressing them.            To be able to describe their immediate world and environment.            To retell simple stories and recounts aloud.  <b>Participation in a range of discussion</b>            To recognise when it is their turn to speak in a discussion.            To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.         </div> </div>					

## Physical Development:

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 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 if using, small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

- **ELG PD – 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.**
- **ELG PD – 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.**

## Baseline Assessments:

### Gross Motor Skills Baseline:

- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying a large hollow blocks.

### Fine Motor Skills Baseline:

- Show a preference for a dominant hand.

<b>Fine Motor Skills:</b> Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.	<b>Fine Motor Skills:</b> Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.	<b>Fine Motor Skills:</b> Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.	<b>Fine Motor Skills:</b> Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Development of threading, weaving, and cutting skills. Hold pencil effectively and comfortably. Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	<b>Fine Motor Skills:</b> Develop the foundations of a handwriting style which is fast, accurate and efficient.  Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.	<b>Fine Motor Skills:</b> Develop the foundations of a handwriting style which is fast, accurate and efficient.  Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.
<b>Gross Motor Skills:</b> Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.  Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	<b>Gross Motor Skills:</b> Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.  Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, co-ordination and agility.	<b>Gross Motor Skills:</b> Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.  Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	<b>Gross Motor Skills:</b> Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.  Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.	<b>Gross Motor Skills:</b> Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.  Combine different movements with ease and fluency.	<b>Gross Motor Skills:</b> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

	<p><b>Content: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Manipulate objects with good fine motor skills</li> <li>• Draw lines and circles using gross motor movements.</li> <li>• Hold pencil/paint brush beyond whole hand grasp</li> <li>• Pencil grip</li> </ul>	<p><b>Content: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Threading, cutting, weaving, playdough, fine motor activities.</li> <li>• Develop muscle tone to put pencil pressure on paper.</li> <li>• Use tools to effect changes to materials.</li> <li>• Show preference for dominant hand.</li> <li>• Engage children in structured activities: guide them in what to draw, write and copy.</li> <li>• Teach and model correct letter formation.</li> </ul>	<p><b>Content: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Threading, cutting, weaving, playdough, fine motor activities.</li> <li>• Begin to form letters correctly.</li> <li>• Handle tools, objects construction and malleable materials with increasing control.</li> <li>• Encourage children to draw freely.</li> <li>• Holding small items, button clothing, cutting with scissors</li> </ul>	<p><b>Content: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Threading, cutting, weaving, playdough, fine motor activities.</li> <li>• Hold pencil effectively with comfortable grip</li> <li>• Form recognisable letters - most correctly formed</li> </ul>	<p><b>Content: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Threading, cutting, weaving, playdough, fine motor activities.</li> <li>• Develop pencil grip and letter formation continually</li> <li>• Use one hand consistently for fine motor tasks</li> <li>• Cut along a straight line with scissors</li> <li>• Start to cut along a curved line</li> <li>• Draw a cross</li> </ul>	<p><b>Content: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Threading, cutting, weaving, playdough, fine motor activities.</li> <li>• Form letters correctly</li> <li>• Copy a square</li> <li>• Begin to draw diagonal lines, like a triangle</li> <li>• Start to colour inside the lines of a picture</li> <li>• Start to draw pictures that are recognisable</li> <li>• Build things with smaller linking blocks, such as Duplo or Lego</li> </ul>
	<p><b>Content: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Co-operation games, i.e. parachute games</li> <li>• Climbing – outdoor equipment</li> <li>• Different ways of moving to be explored with children</li> <li>• Changing for PE</li> <li>• Help children to develop good personal hygiene</li> <li>• Acknowledge and praise their efforts</li> <li>• Provide regular reminders about thorough handwashing and toileting</li> </ul>	<p><b>Content: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Ball skills – throwing and catching</li> <li>• Crates play-climbing</li> <li>• Skipping ropes</li> <li>• Dance related activities</li> <li>• Provide a range of resources for children to balance, sit or ride on, pull and push</li> <li>• Two-wheeled balance bikes and pedal bikes without stabilisers</li> <li>• Skateboards, wheelbarrows, prams and carts</li> </ul>	<p><b>Content: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Ball-skills – aiming, dribbling, pushing, throwing &amp; catching, patting or kicking</li> <li>• Ensure that spaces are accessible to children with varying confidence levels, skills and needs</li> <li>• Provide a wide range of activities to support a broad range of abilities</li> <li>• Dance/moving to music/</li> <li>• Gymnastics and balance</li> </ul>	<p><b>Content: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Balance – children moving with confidence</li> <li>• Dance related activities</li> <li>• Provide opportunities for children to spin, rock, tilt, fall, slide and bounce</li> <li>• Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle</li> </ul>	<p><b>Content: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Obstacle activities</li> <li>• Moving under, over, through and around</li> <li>• Encourage children to be highly active and get out of breath several times of day</li> <li>• Provide opportunities for children to spin, rock, tilt, fall, slide and bounce</li> <li>• Dance moving to music</li> </ul>	<p><b>Content: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Races/team games involving gross motor movements</li> <li>• Dance related activities</li> <li>• Allow less competent and confident children to spend time initially observing and listening without feeling pressured to join in</li> <li>• Gymnastics/balance</li> </ul>
	<p><b>LINKS TO KS1 READINESS:</b></p> <p><b>Fundamentals</b></p> <p>To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.</p> <p>To use their core muscle strength to achieve a good posture.</p> <p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p><b>Ball Skills</b></p> <p>To combine different movements with ease and fluency.</p> <p>To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b>Games</b></p> <p>To negotiate space and obstacles safely, with consideration for themselves and others</p> <p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><b>Gymnastics</b></p> <p>To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>To combine different movements with ease and fluency.</p> <p><b>Dance</b></p> <p>To use a more fluent style of moving, developing control and grace.</p> <p>To combine different movements with ease and fluency.</p>					

## Personal, Social & Emotional Development:

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**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating** and manage personal needs independently. Through supported interaction with other children, they learn to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which other **children can achieve at school and in later life**.

- **ELG PSED – 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 PSED – 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 PSED – 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.

### Baseline Assessments:

#### Building Relationships:

- Talk with others to solve conflicts

#### Managing Self:

- Do not always need an adult to remind them of a rule
- Make healthy choices about food, drink, activity and toothbrushing

#### Self Regulation:

- Develop appropriate ways of being assertive

<b>Express feelings:</b> Aware of own feelings, can <i>talk about feelings using words like 'happy', 'sad', 'angry'</i> . <i>Begin to understand how others might be feeling.</i> Know they can rely on their teachers, friends, and 'buddy' for support if they are worried. School transition.	<b>Express feelings:</b> Can show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Can identify how they are feeling on the zone of regulation board. <i>Beginning to express their feelings and consider the perspectives of others.</i>	<b>Express feelings:</b> Can show pride in achievements by showing work to others. <i>Understand how to use the 'take 5' breathing exercise to help with big feelings.</i>	<b>Express feelings:</b> Can make choices and communicate what they need. Can name people in school they can turn to if they help or are worried.	<b>Express feelings:</b> Initiate an apology where appropriate. Beginning to know that children think and respond in different ways to them.	<b>Express feelings:</b> Understands some strategies to deal with anger and frustration. Able to identify and moderate own feelings. Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others.
<b>Manage behaviour:</b> Can inhibit own actions, welcome distractions when upset. Understand behavioural expectations of the setting. <i>Increasingly follow rules understanding why they are important.</i>	<b>Manage behaviour:</b> Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.	<b>Manage behaviour:</b> Understand behavioural expectations of the setting.	<b>Manage behaviour:</b> Understand why listening is important and attend to other people both familiar and unfamiliar.	<b>Manage behaviour:</b> Can follow instructions, requests, and ideas in a range of situations.	<b>Manage behaviour:</b> Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress.
<b>Self-awareness:</b> Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour.	<b>Self-awareness:</b> Can talk about what they are doing and why.	<b>Self-awareness:</b> Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly.	<b>Self-awareness:</b> Happy to stand up in assembly or in front of the class and share achievements with others.	<b>Self-awareness:</b> Can talk about their own abilities positively.	<b>Self-awareness:</b> See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms.
<b>Independence:</b> Can independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board.	<b>Independence:</b> Can independently choose areas they would like to play in or resources they would like to use. Can say when they help. With some support can get dressed and undressed for PE sessions. Can follow instructions with 2 parts.	<b>Independence:</b> Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet.	<b>Independence:</b> Can get dressed and undressed for nature school/ PE club sessions. Begin to show persistence when faced with challenges.	<b>Independence:</b> Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur.	<b>Independence:</b> Can seek out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food

	Can manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.		Can talk about healthy and unhealthy foods.		Understands rules linked to road safety. Can follow directions with 3 parts.	groups including healthy foods and knows exercise keeps the body healthy.
	<b>Collaboration:</b> Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards.	<b>Collaboration:</b> Begin to share and take turns.	<b>Collaboration:</b> Consider the listener and takes turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.	<b>Collaboration:</b> Knows it is important to work together to look after our classroom resources and our school grounds. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work	<b>Collaboration:</b> Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.	<b>Collaboration:</b> Can take account of the ideas of others about how to organise and activity. Can show sensitivity to others' needs and feelings.
	<b>Social skills:</b> <i>Build constructive and respectful relationships.</i> Engage in positive interactions with adults and peers. <i>Play with one or more children, extending and elaborating play ideas.</i>	<b>Social skills:</b> <i>Continue to build constructive and respectful relationships.</i> Seek familiar adults and peers to engage in conversations and ask for help.	<b>Social skills:</b> Seek others to share activities and experiences.	<b>Social skills:</b> Friendship - Use language to negotiate, play and organise. Knowing what makes a good friend.	<b>Social skills:</b> Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.	<b>Social skills:</b> Can resolve conflict and able to compromise. Take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.
	<b>Content:</b>					
	<b>LINKS TO KS1 READINESS:</b> <b>Relationships</b> Knows right from wrong and can explain why it is important to have boundaries and routines Working and play co-operatively and taking turns with others Recognise and show sensitivity to their own and others needs Recognise similarities and differences between themselves and others <b>Health and Wellbeing</b> Managing their own personal hygiene and basic needs Shows an understanding of their own feelings; and those of others Being to regulate their behaviour Shows an understanding of how to stay safe in a range of common situations. <b>Living in the Wider World</b> Shows care and concern for living things. Name and describe people who might help us in the local community (police, fire service, doctors and teachers).					



## LITERACY:

- **ELG Literacy – Comprehension:** 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.
- **ELG Literacy – Word Reading:** Say a sound for each letter in the alphabet and at least 10 digraphs. 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.
- **ELG Literacy – Writing:** 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.

### Baseline Assessments:

**Reading – Comprehension:** Engage in extended conversations about stories, learning new vocabulary

**Reading – Word Reading:** Develop their phonological awareness, so that they can: - recognise words with the same initial sound, such as money and mother

**Writing – Write some or all of their name.**

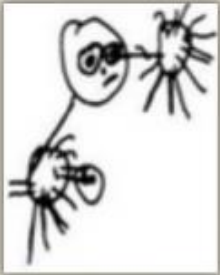


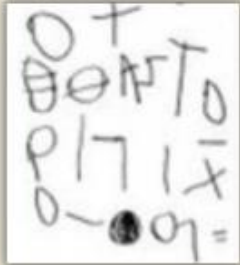


**Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.**

**Write some letters accurately.**

<p><b>COMPREHENSION</b></p> <p>Listen and enjoy sharing a range of books.</p> <p>Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover.</p> <p>Know that print carries meaning and in English, is read from left to right and top to bottom.</p> <p>Know the difference between text and illustrations.</p> <p>Enjoy joining in with rhyme, songs, and poems.</p> <p>Join in with repeated refrains and key phrases</p>	<p><b>COMPREHENSION</b></p> <p>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</p> <p>Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations.</p> <p>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p><b>COMPREHENSION</b></p> <p>Use picture clues to help read a simple text.</p> <p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Express a preference for a book, song or rhyme, from a limited selection.</p> <p>Play is influenced by experience of books (small world, role play).</p>	<p><b>COMPREHENSION</b></p> <p>Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Play influenced by experience of books</p> <p>Innovate a well-known story with support.</p>	<p><b>COMPREHENSION</b></p> <p>Correctly sequence a story or event using pictures and/or captions.</p> <p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p><b>COMPREHENSION</b></p> <p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g., hats, masks, clothes, etc.) and appropriate vocabulary.</p> <p>Innovate a known story.</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> <p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p> <p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>
<p><b>WORD READING</b></p> <p>Hear general sound discrimination and be able to orally blend and segment.</p>	<p><b>WORD READING</b></p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to our phonic programme.</p>	<p><b>WORD READING</b></p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p><b>WORD READING</b></p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p><b>WORD READING</b></p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p><b>WORD READING</b></p> <p>Read some tricky words from Phase 4 e.g., said, like, have, so.</p> <p>Re-read what they have written to check that it makes sense.</p>

<p><b>WRITING</b> <b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. <b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. <b>Spelling:</b> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. <b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p> <p>Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.</p>	<p><b>WRITING</b> <b>Emergent writing:</b> Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. <b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it. <b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds. Write own name. <b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.</p> <p>Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p>	<p><b>WRITING</b> <b>Emergent writing:</b> Use appropriate letters for initial sounds. <b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. <b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 graphemes. <b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p> <p>Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.</p>	<p><b>WRITING</b> <b>Emergent writing:</b> Build words using letter sounds in writing. <b>Composition:</b> Use talk to organise describe events and experiences. Begin to write a simple sentence with support. <b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently. <b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p> <p>More phonetically correct words are written by child along with common words, e.g., ‘the’ and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words. Opportunities to demonstrate writing skills – Story maps, labels and captions for life cycles, lists.</p>	<p><b>WRITING</b> <b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. <b>Composition:</b> Begin to write a simple sentence/caption may include a full stop. <b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. <b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p> <p>Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.</p>	<p><b>WRITING</b> <b>Emergent writing:</b> Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop. <b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions.) Begin to discuss features of their own writing e.g., what kind of story have they written. <b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. <b>Handwriting:</b> Use a pencil confidently to write letters that can be recognised and form some capital letters correctly. Confident to write a simple short story. May still need phonics mat</p>
<p><b>LINKS TO KS1 READINESS:</b> <b>Learning to Read</b> Developing phonemic knowledge through ALS phonics and other phonic opportunities. Developing a knowledge of stories including rhyme and identify the rhyming words within them. Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories. <b>Reading to Learn</b> Developing their skills and abilities in retelling familiar stories. Recognising that books have information that helps them to learn. <b>Reading for Enjoyment</b> Routinely accessing picture books and stories Listening to others expressively tell stories. Learning that stories and books can put them in imaginary worlds full of adventure and excitement.</p>			<p><b>Learning to Write</b> Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking. • <b>Writing to Learn</b> Write independently to communicate their thoughts and ideas about their lived experiences. Write words and sentences to help them to remember what they have done. <b>Writing for Enjoyment</b> Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.</p>		

## TYPICAL WRITING PROGRESSION:

Pre-Writing			Letter Strings		
Pictures	Random Scribble	Scribble Writing	Symbols	Random Letters	Letter Strings
<p>Picture tells a story to convey message</p> 	<p>Starting point at any point of paper</p> 	<p>Progression is from left to right</p> 	<p>Symbols that represent letters</p> 	<p>Letters have no relationship</p> 	<p>Letter strings move from L to R and move down the page</p> 
Environmental Print	Letter Name Stage	Early Developmental Spelling	Syllables Represented	Inventive Spelling	Transitional Spelling
<p>Awareness of print, copied from surroundings</p> 	<p>Beginning and ending letters are used to represent words</p> 	<p>Vowel sounds appear Evidence of tricky words</p> 	<p>A child hears beginning, middle and end sounds.</p> 	<p>Whole sentence writing develops, spaces in between words</p> 	<p>Multiple related sentences with many words spelled correctly, punctuation evident.</p> 

# MATHEMATICS:

- **ELG Mathematics – Number:** Have a deep understanding of number to 10, 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 Mathematics – Numerical Patterns:** 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.

## Baseline Assessments:

### Number:

- Link numerals and amounts: for example showing the right numbers of objects to match the numeral, up to 5.
- Solve real world mathematical problems with numbers up to 5.
- 

### Numerical patterns:

- Describe a familiar route.
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then’...

### Milestones:

Count objects, actions, and sounds.  
Subitise  
Matching - same/different, colour, size, shape.  
Sorting into groups – counting by rote, counting aloud, clapping, stamping, drumming etc, nursery rhymes, counting songs, using fingers to represent numbers.  
Comparing amounts – equal, more than, fewer than.  
Comparing size, mass & capacity – big/little, large/small, short/tall, tallest/shortest  
Exploring pattern - making simple patterns, odd one out, exploring more complex patterns.

### Representing 1,2,3

Subitise or count to find how many and make own collections of 1,2, 3 objects. Match number names to numerals and quantities. Count up to 3 objects in diff arrangements by touching each object as they count. Recognise that the final number they say names the quantity in a set. Use own mark making to represent 1, 2 and 3.

### Comparing 1,2,3

Begin to understand as we count each number is one more than the number before. Similarly, as we count back, each number is one less than the previous number.

### Composition of 1,2,3

Intro idea all numbers are made up of smaller numbers. Explore and notice diff compositions of 2 and 4.

### Circles and triangles

Circles have one curved side, triangles have 3 straight sides. Recognise these shapes in everyday life. Show a variety of diff sized circles and triangles in diff orientations and sides with diff lengths.

### Spatial awareness: Positional language

Hear and begin to use positional language to describe how items are positioned in relation to other items.

### Representing 4, Comparing 4, Composition of 4, Formation of 4

Count on and back to 4. Subitise up to 4 objects. Match number name to numeral and quantity. Say which sets have more and fewer.

### One more and less

### Introducing zero

Ongoing opportunities to explore and apply the understanding of ‘nothing there’ or ‘all gone’ - the number name zero and the numeral 0 used to represent this idea.

### Comparing numbers to 5

Continue to compare numbers, one quantity can be more than, the same as or fewer than another quantity. Use a range of representations to support this understanding and encourage the children to compare quantities using a variety of objects and representations.

### Composition of 5, five wise

Continue to develop the understanding that all numbers are made up of smaller numbers, composed of 2 parts or more than 2 parts. Opportunities in provision to explore and notice the different compositions of 4 and 5.

### Comparing Mass

Encourage children to make direct comparisons holding items to estimate heaviest, use balance scales to check.

Prompt language of heavy, heavier than, heaviest, light, lighter than, lightest. Common misconception than the bigger item is the heaviest.

### Comparing Capacity

Continue to build on understanding of full and empty to show half full, nearly full, and nearly empty. Provide opportunities to explore capacity using different materials such as water, sand, rice, and beads. Provide different sized and shaped containers to investigate. Prompt them to use the language of tall, thin, narrow, wide, and shallow.

### Numbers 7, 8, 9

Represent 7,8, 9 in different ways. Count out the required number from a larger group. Arrange into smaller groups to support conceptual subitising and explore their composition.

### Making pairs

Encourage to arrange small quantities into pairs, notice some quantities will have an odd one left over, no partner.

### Combining 2 groups

Explore using real objects. Other manipulatives – fingers, bead strings, numicon tiles.

### Length and Height

Encourage to use specific maths vocab relating to length (longer, shorter), height (Taller, shorter), and breadth (wider, narrower)

### Time

Order and sequence important times in the day and use language such as now, before, later, soon, after, then and next, to describe when events happen.

### Building 9 and 10

Represent in different ways. Support conceptual subitising by arranging 9 or 10 items into small groups. Notice a full ten frame.

### Comparing numbers to 10

Make comparisons by lining up items with 1:1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. Begin by comparing 2 quantities and progress to ordering 3 or more quantities.

### Bonds to 10

Explore using real objects in different contexts. Other manipulatives such as

### To 20 and beyond

### Building numbers beyond 10

Use a range of resources e.g., 10 frames, number shapes, tower cubes, rekenreks, bead strings show a full 10s and part of the next 10.

Recognise numbers 1-9 repeat after every full 10. So, 1 full ten and 1. 1 full ten and 2 etc. Then 2 full tens and 1, 2 full tens and 2 and so on.

### Counting Patterns Beyond 10

Provide representations which clearly show the full 10s and the part of 10 e.g., 14 is one full ten and four.

Count on and back from different starting points, say what comes before or after a given number and to place sequences of numbers in order. Challenge to find larger numbers on number tracks and 100 squares.

### Spatial Reasoning

Provide opportunities to select and rotate shapes to fill a given space. Say why they chose a particular shape and why a different one wouldn't fit. Provide opportunities to match arrangements of shapes, use positional language to describe where shapes are in relation to each other. Provide opportunities for children to select shapes to complete picture boards or tangram outlines.

### First, Then and Now

### Consolidation of key skills:

Subitising – regular opportunities to instantly recognise small quantities.  
Counting – Practice and consolidate counting on and back within 10.  
Composition – all quantities are composed of smaller quantities.  
Sorting & Matching – Notice similarities and differences.  
Comparing & Ordering – Compare and order quantities ad measures.

### Adding More

Use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create maths stories in meaningful contexts.

### Taking Away

Use real objects to see that the quantity of a group can be changed by taking items away. The first, then, now structure can be used to create maths stories in meaningful contexts. Ask the children to count all items at the start, take away the required amount practically and then subitise or recount to see how many are left.

### Shape

Shapes can be combined and separated to make new shapes. Encourage children to explore combining a set of given shapes in different ways.

### Doubling

Double means ‘Twice as many’. Build doubles using real life objects & maths equipment. Provide examples of doubles and non-doubles.

### Sharing and Grouping

	<p>Use a five frame to represent numbers and predict how many there will be if they add one more or take one away. Understand the link between counting forwards and the one more pattern, then counting back and the one less pattern. Support with books and number rhymes e.g., 5 speckled frogs, 5 current buns, 5 little ducks.</p> <p><b>Shapes with 4 sides</b></p> <p>Squares (classes as special rectangles with 4 equal sides) and rectangles have 4 straight sides and 4 corners. Recognise these shapes in everyday life. Show these shapes in a variety of diff sizes and orientations.</p> <p><b>Time: Night and Day</b></p> <p>Talk about night and day and order key events in daily routines. Use language to describe when events happen e.g., day, night, morning, afternoon, before, after, today, tomorrow. Begin to measure time in simple ways e.g., counting number of sleeps, timers to measure durations.</p>	<p>Encourage children to make direct comparisons by pouring from one container into another. Can also use small pots or ladles to make indirect comparisons by counting how many pots it takes to fill each container.</p> <p><b>Number 6, 7, 8</b></p> <p>Represent 6,7,8 in different ways, count out from a larger group. Support conceptual subitising by arranging 6,7 or 8 items into small groups and see how the numbers are made up of smaller numbers.</p> <p><b>Making pairs - pairs wise</b></p> <p>Begin to understand that a pair is two. Provide collections of items that come in pairs. Encourage to arrange small quantities into pairs, notice some quantities will have an odd one left over,no partner.Snap/memory games.</p> <p><b>Combining 2 groups</b></p> <p>Use real objects to combine and see how many altogether. Encourage subitising skills.</p> <p><b>Length, height</b></p> <p>Make direct comparisons. Encourage mathematical vocab relating to length – longer, shorter. To height – taller, shorter and breadth – wider,narrower. Make indirect comparisons using objects to measure e.g., cubes/ blocks.</p> <p><b>Time</b></p> <p>Order &amp; sequence important times in the day and use language such as now, before, later, soon, after, then and next, to describe when events happen.</p>	<p>fingers, bead strings and number shapes are useful.</p> <p><b>3D Shapes</b></p> <p>Build and create using a variety of 3D shapes. Which stack, roll and why? Sort according to what they notice.</p> <p><b>Pattern</b></p> <p>Build on AB by introducing ABB, AAB, AABB, AABBB. Important each pattern has at least three full units of repeat. The more units of repeat, the easier to identify and continue. Encourage to say pattern aloud. Create around the edges of shapes as well as in a straight line.</p>	<p>Equal opportunities to share fairly, recognise and make equal groups. Notice that sometimes there are items left over when they share or group.</p> <p><b>Even and Odd</b></p> <p>Some quantities will share equally into 2 groups, and some won't. They may also notice that some quantities can be grouped into pairs, and some will have one left over.</p>	
<p>Match</p> <p>Sort and match</p> <p>Equal symbol</p> <p>Equal, more than, fewer than, compare size mass and capacity, exploring pattern</p> <p><b>Y1 Place value numbers to 10</b></p> <p><b>Addition and subtraction within 10</b></p>	<p>Introduce the numbers 1, 2, 3, 4 and 5</p> <p>Represent and compare the numbers 1-5</p> <p>Shape</p> <p>1 more 1 less</p> <p><b>Y1 Addition and subtraction within 10</b></p> <p><b>Geometry –shape</b></p> <p><b>Place value numbers to 20</b></p>	<p>Introducing 0</p> <p>Compare numbers to 5</p> <p>Composition of 4 and 5</p> <p>Compare mass and capacity</p> <p>Introduce 6, 7 and 8</p> <p>Make pairs</p> <p>Doubling</p> <p>Combining 2 groups</p> <p>Addition and subtraction within 10</p> <p><b>Y1 Place value numbers to 20</b></p>	<p>Length and height</p> <p>Time</p> <p>Introduce 9, 10</p> <p>Comparing numbers to 10</p> <p>Number bonds to 10</p> <p><b>Y1 3D Shapes and patterns</b></p> <p><b>Place value numbers to 20</b></p> <p><b>Length, weight, height and capacity</b></p>	<p>Building numbers to 20</p> <p>Countig patterns beyond 20</p> <p>Match, rotate and manipulate</p> <p>Adding more</p> <p>Taking away</p> <p>Compose and decompose</p> <p><b>Y1 Multiplication and division</b></p> <p><b>Fractions</b></p> <p><b>Position and direction</b></p>	<p>Doubling, sharing and grouping</p> <p>Odd and even</p> <p>Positional language</p> <p>Direction</p> <p>Patterns</p> <p><b>Y1 Place value to 100</b></p> <p><b>Money</b></p> <p><b>Time</b></p>
<p><b>LINKS TO KS1 READINESS:</b></p> <p><b>Number</b></p> <p>To count confidently</p> <p>To show a deep understanding of numbers up to 10</p> <p>To match numerals with a group of objects to show how many there are (up to 10)</p> <p>To be able to identify relationships and patterns between numbers up to 10</p> <p>To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways</p> <p>To add and subtract one in practical activities</p> <p><b>Measurement</b></p> <p>To measure themselves and everyday objects using a mixture of non-standard and standard measurements</p> <p>To develop spatial reasoning using measures</p> <p>To begin to order and sequence events using everyday language related to time</p> <p>To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars</p> <p>To explore the use of different measuring tools in everyday experiences and play</p>			<p><b>Geometry</b></p> <p>To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them</p> <p>To use spatial language, including following and giving directions, using relative terms</p> <p>To develop spatial reasoning with shape and space</p> <p>To compose and decompose shapes, and understanding which shapes can combine together to make another shape.</p>		



## UNDERSTANDING THE WORLD:

- **ELG UoW – 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 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 UoW –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 UoW – 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.

### Baseline Assessments:

#### People, Culture and Communities:

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

#### Past and Present:

- Begin to make sense of their own life-story and family's history.

#### The Natural World:

- Talk about the differences between materials and changes they notice.
- Understand the key features of the life cycle of a plant and an animal.
- Talk about what they see, using a wide vocabulary.

#### Technology:

- Knows that information can be retrieved from digital devices and the internet.
- Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels.

<p><b>Past and Present (History):</b> Children will know about their own life story and how they have changed. Children will talk about the lives of people around them and their relationship to them. Know that you can find out information from different sources e.g. internet, <b>books</b></p>	<p><b>Past and Present (History):</b> Use the language of time when talking about past/present events in their own lives and in the lives of others including people in books they have read. Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week) Find out about key historical events and why and how we celebrate today? <b>Remembrance Day, Christmas Day, Diwali.</b></p>	<p><b>Past and Present (History):</b> Children will talk about what they can see in pictures of the past. Children will know some similarities and differences between things in the past and now. <b>(Chinese New Year)</b></p>	<p><b>Past and Present (History):</b> Children will look at pictures of different places in the past and discuss how they have changed. Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Identify features of growth and change.</p>	<p><b>Past and Present (History):</b> Children will recount an event, orally, pictorial and/or with captions. Order experiences in relation to themselves and others, including stories Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.. Know that you can find out information from different sources e.g. <b>internet</b>, books</p>	<p><b>Past and Present (History):</b> Children will learn about travel in the past and compare it to the present day. Children will look at different places in the past and discuss how they have changed. Use technology to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences. Know that you can find out information from different sources e.g. <b>internet</b>, books</p>
<p><b>People, Culture and Communities (Geography):</b> Children will know that change happens to families.</p> <p><b>People, Culture and Communities (RE):</b> Respect special things in their own lives. Children will know that a significant event is something that is important to them or their family, such as birthdays, christenings, or religious celebrations.</p>	<p><b>People, Culture and Communities (Geography):</b> Children will know that people that celebrate in different ways around the world. Children talk about past and present events in their own lives and in the lives of family members.</p> <p><b>People, Culture and Communities (RE):</b> Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Children will know that Christmas is a religious celebration.</p>	<p><b>People, Culture and Communities (Geography):</b> Show an awareness of the similarities and differences between people in different communities and groups around the world. Understand that some places are special to members of their community.</p> <p><b>People, Culture and Communities (RE):</b> Children recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><b>People, Culture and Communities (Geography):</b> Children will know about features of the immediate environment and draw information from a simple map. Children will discuss how the local area has changed over time, using photos and books. Draw information from a simple map and identify landmarks of our local area walk.</p> <p><b>People, Culture and Communities (RE):</b> Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through</p>	<p><b>People, Culture and Communities (Geography):</b> Children will know that different plants grow in different places.</p> <p><b>People, Culture and Communities (RE):</b> Recognise some similarities and differences between life in this country and life in other countries. Recognise the importance of flowers and plants to different communities and religions.</p>	<p><b>People, Culture and Communities (Geography):</b> Children will know that people in other countries have different lifestyles. Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p><b>People, Culture and Communities (RE):</b> Children to share how they live their lives and to learn to accept that there are many ways in which life may be lived. Know some similarities and differences between different religious and cultural communities around the world.</p>

	Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through nonfiction texts, stories, visitors, celebrations.		nonfiction texts, stories, visitors, celebrations. Describe special events. Animals and know how to care for an animal/pets. Children will know how Easter is a religious celebration.		
<b>The Natural World (Science):</b> Children will understand the terms ‘same’ and ‘different’.	<b>The Natural World (Science):</b> Children will explore and ask questions about the natural world around them (Autumn).	<b>The Natural World (Science):</b> Children will know some important processes and changes in the natural world, including states of matter and the weather.	<b>The Natural World (Science):</b> Children will talk about features of the environment and describe what they see, hear and feel whilst outside. Children will recognise some environments that are different from the one in which they live.	<b>The Natural World (Science):</b> Children will know how to sort and group materials and resources and talk about how they are similar or different.	<b>The Natural World (Science):</b> Children will make observations about animals discussing similarities and differences.
<b>Links to KS1 readiness:</b> <b>Science</b> <b>Working Scientifically</b> To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them To compare objects in their environment and talk about similarities and differences To ask questions about the world around them, and seek to find their own answers <b>Plants</b> To know what a plant is To know what a flower is To know where you see plants To describe different plants and flowers <b>Animals including Humans</b> To know what an animal is To recognise and name a variety of different animals To know the names of different body parts of humans and animals they have experience of <b>Everyday Materials</b> To recognise that different everyday objects are made from different materials To describe how different objects look and feel <b>Seasonal Change</b> To know about different types of weather To observe changes in trees and plants as the seasons progress			<b>History</b> <b>Using Language associated with the past</b> Use words associated with the past including yesterday, last week, last year Use past tense when speaking about things that happened in the past <b>Remembering and discussing their own lives</b> Share their memories of significant events in their own lives. Talk about things that have changed. Begin to put these events in order <b>Talking about things they have done with people special to them</b> Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. Begin to put events in order. <b>Recognising Chronology within stories</b> Talk about the order of events in a range of familiar stories. Recognise language in stories that shows the story happened in the past.		
<b>Geography</b> <b>Locational Knowledge</b> Know where they live Know how they travel to school <b>Knowledge of Places</b> Talk about some of the differences they notice when they are in different places Talk about places when looking at books and watching tv/videos Talking about places they have been to Talk about places in stories Using language that relates to places <b>Human and Physical Geographical Knowledge</b> Recognise elements of their environment that are manmade and natural Using Maps Make maps from stories Follow simple maps in play			<b>RE</b> <b>Believing</b> To know that different people have different faiths To know that some stories come from different holy books, and to express ideas in response to those stories <b>Living</b> To know that different people have different times of celebration To understand that different people have different ways of celebrating major events To know that people of all faiths can and do live well alongside each other To enjoy joining in with family customs and routines To be able to express some of their own families’ customs and traditions <b>Expressing</b> To know that different people have a range of different ways of showing their beliefs, including prayers and worship To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions		
<b>Ongoing communication skill development:</b> Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.			<b>Ongoing observational skill development:</b> Explore the natural world around them by taking part in nature sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.		

## EXPRESSIVE ARTS AND DESIGN:

- **ELG EAD – 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 EAD – Being Imaginative and Expressive:** Invent, adapt and recount narratives and stories with peers and their teacher. 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.

### Baseline Assessments:

**Creating with materials:** Develop their own ideas and then decide which materials to use to express them.

Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses, etc.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour-mixing.

**Being imaginative and Expressive:** Create their own songs, or improvise a song around one they know.

### Expressive Art:

Children will learn to sing and perform a range of songs and rhymes. In addition, to daily experiences and opportunities offered the children will learn songs and rhymes.

Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. We will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and responses. Children will explore and engage in music making and dance, performing solo or in groups.

<b>Milestones:</b> <b>Musical Development:</b> ME! Pat-a-cake 1, 2, 3, 4, 5, Once I Caught... This Old Man Five Little Ducks Name Song Things For Fingers	<b>Musical Development:</b> Nativity	<b>Musical Development:</b> MY STORIES! I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	<b>Musical Development:</b> EVERYONE! Wind The Bobbin Up Rock-a-bye Baby Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	<b>Musical Development:</b> OUR WORLD Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	<b>Musical Development:</b> Reflect, Rewind & Replay Listen and Appraise Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place
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### Artist Studies:

Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.

<b>Artist Studies:</b> Jackson Pollock (Collaborative work)	<b>Artist Studies:</b> Yayoi Kusama Piet Mondrian Wassily Kandinsky	<b>Artist Studies:</b> Yves Klein Joan Miro	<b>Artist Studies:</b> Andy Goldsworthy Eric Carle	<b>Artist Studies:</b> Vincent van Gogh	<b>Artist Studies:</b> Henri Matisse
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### Creative Art:

Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition specific skills and/or experiences will be planned (see below).

<b>Mark Making/Drawing</b> Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made.	<b>Mark Making/Drawing</b> Skill: observational drawing - Pumpkins Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.	<b>Mark Making/Drawing</b> Skill: show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	<b>Mark Making/Drawing</b> Skill: Observational drawing – Daffodils	<b>Mark Making/Drawing</b> Skill: observational drawing - Sunflowers Show accuracy and care in their drawing.	<b>Mark Making/Drawing</b> Skill: produce more detailed work and say what they have included.
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	<b>Colour:</b> Experience: explore colours and how colours can be changed. Identify light and dark colours.	<b>Colour:</b> Knowledge: recognise and name colours.	<b>Colour:</b> Skill: to be able to create a wash background and combining colour in the style of Joan Miró.	<b>Colour:</b> Skill: colours in nature and how they can be applied to art in the style of Andy Goldsworthy.	<b>Colour:</b> Skill: exploring shades of colour and how to make different shades.	<b>Colour:</b> Skill: to be able to choose a particular colour for a purpose.
	<b>Painting:</b> Skill/Knowledge: splatter painting in the style of Jackson Pollock	<b>Painting:</b> Skill/Knowledge: Only using one colour to create in the style of Yves Klein	<b>Painting:</b> Experience: explore different paint types - watercolour, powder paint, acrylic, ready mix paint.	<b>Painting:</b> Skill: mix paints to make new colours following instructions.	<b>Painting:</b> Experience: explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types.	<b>Painting:</b> Skill: paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved.
	<b>Printing:</b> Skill: printing with hands, feet and fingers.	<b>Printing:</b> Skill: printing with sponges and rollers, shapes. Inspiration Mondrian (primary colours) & Kandinsky (shapes)	<b>Printing:</b> Skill: printing with natural objects/food e.g. leaves, pine cones.	<b>Printing:</b> Skill: printing simple repeating patterns. Recognise patterns in the environment	<b>Printing:</b> Skill: symmetrical printing - butterflies as inspiration.	<b>Printing:</b> Skill: to be able to create using own ideas and explain the choices.
	<b>Textiles/materials:</b> Understanding: how different materials/textures feel and explore freely e.g. malleable, fabrics, natural.	<b>Textiles/materials:</b> Skill: Junk modelling with different materials. Junk modelling will continue to be offered in continuous provision.	<b>Textiles/materials:</b> Knowledge: understand the purpose of different textiles/materials. e.g. winter clothing.	<b>Textiles/materials:</b> Skill: Collage using Eric Carle as inspiration Skill: follow instructions to make own play dough.	<b>Textiles/materials:</b> Skill: Weaving (natural and manmade materials)	<b>Textiles/materials:</b> Skill: Sewing using a pre-running stitch with natural resources..
	<b>3D Work:</b> Understanding: to know what transient art is. Transient art will continue to be offered in continuous provision.	<b>3D Work:</b> Skills: to use simple joins when using different materials to create 3D work, e.g. sellotape, masking tape, stick glue.	<b>3D Work:</b> Skill: creating work to celebrate special days e.g. decorations (paper chains, bunting) for lunar new year, valentine's Day.	<b>3D Work:</b> Skill/Knowledge: Natural art in the style of Andy Goldsworthy	<b>3D Work:</b> Skill: Making own props/ puppets to retell a story. Folding techniques e.g. fans, aeroplanes, books. Choosing materials for effect e.g. feather headdress.	<b>3D Work:</b> Skill focus: be able to select tools and techniques needed to assemble and join materials they are using for a specific reason.
	<b>Cutting Skills:</b> Using one-handed tools and equipment, for example, making snips in paper with scissors.	<b>Cutting Skills:</b> Use scissors to cut in a straight line.	<b>Cutting Skills:</b> Use scissors to cut curved lines.	<b>Cutting Skills:</b> Use scissors to cut shapes.	<b>Cutting Skills:</b> Use scissors independently.	<b>Cutting Skills:</b> Use scissors for a particular purpose when combining different media and materials.
	<b>Being imaginative:</b> Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or roleplay.			<b>Being imaginative:</b> Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their pretend play, building on the contributions of their peers.		<b>Being imaginative:</b> Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.
<b>LINKS TO KS1 READINESS:</b> <b>ART</b> <b>Using Materials</b> Hold tools like pencils, paint brushes, scissors with increasing precision Experiment with using different everyday and art materials to explore colour, texture and form <b>Drawing, painting and sculpture</b> To explore their ideas and imagination by creating drawings, paintings and sculptures. To explore creating designs and art work on a range of scales. <b>Exploring techniques</b> To explore a range of techniques to draw, paint, print and sculpt to help them create art work. <b>Comparing and evaluating work</b> Recognising and exploring the colour, patterns and shapes in other artist’s work. Expressing opinions and feelings in response to their own art work and other artist’s work. Sharing their work with other people, talking about what they have created it.			<b>MUSIC</b> <b>Vocalising and Singing</b> To join in with singing familiar songs and rhymes. To make up songs and rhymes of their own. To match the pitch of their voice to the pitch of the song they are singing. <b>Hearing and Listening</b> To listen to live and recorded music, hearing lyrics, rhymes and instruments. To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics. To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine. <b>Moving and Dancing</b> To respond to music, including individual instruments with movement and dance To match movements to the rhythm and pulse of a piece of music <b>Exploring and Playing</b> To explore the range of sounds made by different instruments. To use a range of percussive instruments to enhance songs and rhymes. To know the names of instruments that they have explored and used.			

