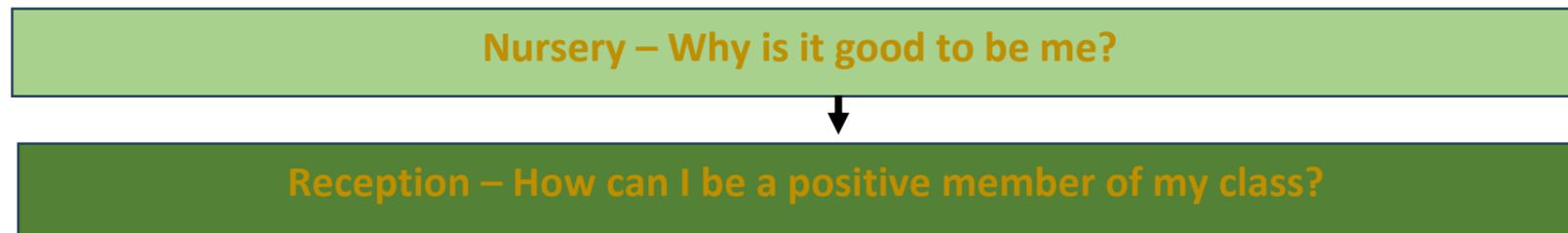


Christ Church Academy - EYFS Long Term Curriculum Skills Plan

We know the extraordinary worth of all our children. Our vision is to grow children believing in their own value, their academic successes and their place in the wider family of school and community. We are all created in the image of God. Living life in its fullness everyday.

EYFS Long term Plan of skills and knowledge will be taught through the following themes which are all underpinned by our big questions



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lets Explore What/who do I like best? (family and new classroom things) What can I see changing? (Autumn)	All that Glitters (senses – sight) What can I see? What is shiny and what is dull?	Weather – hot and cold (senses – touch) What is it like to be hot/cold	Traditional Tales (senses – taste and smell) Who is the hero, who is the villain? Can you be both? What do my tastebuds and nose tell me?	Adventure Awaits! Nursery: Where would I like to explore best? Reception: How can I be part of a team of brave explorers? (characteristics of effective learning)	Growing (senses – feeling) How do things change as they grow? How have I changed as I have grown? What do I want to grow into?

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Children will cover the same themes through different texts. They will develop and learn skills appropriate to their year group, specified and planned within this document.					

EYFS Progression of Knowledge and Skills:

Areas of Learning		NURSERY			RECEPTION			
		From 3 years		End of Nursery	Autumn	End of Spring	ELG	
CL	Listening, Attention and Understanding	Shift from one task to another when asked	Stop what they are doing and follow an instruction from an adult	Join in with repeated refrains in stories	Pay attention to more than one thing at once and switch focus when prompted	Answer a range of questions including simple 'why' questions	Draw on previous experiences when making sense of new ones.	Listen attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
		Ask simple questions to gain information	Sit and listen to a story and is able to answer questions either verbally or by pointing	Join in in with known rhymes/ songs with increased confidence	Listen to longer stories and is showing a good understanding of what is being read when questioned.	Sit and listen to a story showing a good understanding	Articulate their reasoning, making links.	Sit and listens well during groups discussions/ story time
		Understand / follow simple instructions with three key words, "Can you wash dolly's face?"	Ask a wider range of questions	Become more confident in explaining reasoning in response to how and why questions - may need adult support	Follow two-part instructions	Engage in conversation (this may be on their own terms or based on their own motivations/ interests)	Respond appropriately to questions and offers responses - may need some support / encouragement	Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.
		Sit and listen to simple stories showing some understanding	Begin to recognise and join in with repeated refrains in stories	Remember and retell familiar stories	Answer some why questions, drawing on their own knowledge and experiences	Listen when asked to stop and follow a simple instruction - may need adult support	Develop a strong sense of opinion	
		Understand when asked to point at certain things, "Who is jumping in the story?"	Listen and join in with singing time - not always accurate		Verbalise opinions	Start a conversation with a friend or familiar adult		
		Point to the picture			Start conversations	Follow two-part instructions		
		Understand and respond to simple questions (who, what and where - NOT why)				Show a genuine interest in certain topics by asking questions to find out more		
						Reflect on previous experiences to develop understanding, 'remember when we looked at...'		
						Use detail when recounting events		

	Speaking	<p>Link up to 5 words together-may not be a grammatically correct sentence- 'I go toilet', 'I tired.'</p> <p>Use Pronouns e.g. me, him, she</p> <p>Use some plurals correctly</p> <p>Use prepositions e.g. in, under and on</p> <p>Ask simple questions</p> <p>Hold a conversation but may jump topic</p>	<p>Retell, using the past tense almost correctly e.g. I went down the slide, I saw a bird</p> <p>Develop vocabulary - can reuse new topic words in context</p>	<p>Use more complex sentences structures when speaking</p> <p>Increase control of tense but will still make mistakes such as 'runned'</p> <p>Ask lots of questions</p> <p>Explain some actions and process using 'because'</p>	<p>Link between 4 and 6 words (mostly grammatically correct)</p> <p>Use vocabulary reflecting their breath of experiences to date</p> <p>Use talk when role playing and playing in provision</p> <p>Use past and futures tenses mostly correctly</p> <p>Answer simple questions and offer explanations</p> <p>Hold a 1-1 conversation</p>	<p>Link up 6 words with confidence and accuracy</p> <p>Use vocabulary reflecting breath of experiences to date</p> <p>Use talk when role playing and playing in provision - even if playing alone e.g. 'Let's go on the bus now...'</p> <p>Use past and future tense mostly correctly</p> <p>Answer simple questions and offer explanations</p> <p>Ask questions on order to make sense of the world around them</p> <p>Respond to social phrases e.g. Good morning</p> <p>Speak in front of a small group to share their ideas</p> <p>Talk more extensively about something they are interested in</p> <p>Pretend objects are something else in their play e.g. This box is my castle</p> <p>Use sentences that are more complex</p> <p>Begin to use to talk to work through problems/ challenges faced in play</p>	<p>Create a narrative through play</p> <p>Link statements, sticking to the theme of the conversation for longer periods without jumping topic</p> <p>Use previous experience to talk about what might happen using language from books read</p> <p>Explain ideas and feelings using conjunctions such as 'because' or 'so' (May need prompting to elaborate)</p> <p>Use story language in play</p> <p>Add lots of detail to recounts</p> <p>Use talk to work through problems or organise thinking</p>	<p>Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Explain why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>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.</p>
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PSED	Self-Regulation	Show a range of emotions, may sometimes need help regulating	Use increased vocabulary when talking about emotions	Show an increased ability to sit and engage during adult led sessions.	Describe some feelings and say why they feel that way	Express feelings and give simple reasons e.g. I want Mummy	Link events (in books, real life etc.) with feelings and discuss them	Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
		Name some emotions e.g. I feel sad	Listen for increasing periods of time on the carpet	Follow instructions with increased independence.	Begin to find their own ways of regulating their behavior	Seek help through finding an adult	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?"	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
		Can follow instructions - with support	Stop and follow instructions from an adult even when they are busy playing e.g. stop and tidy up	Manage impulses more when faced with a challenge, waiting their turn more readily. Talk about their feeling using the words happy or sad.	Follow the familiar routines of Nursery independently	Allow an adult to comfort them	Follow two-step instructions	
		Repeat activities	Begin to know when they are happy or sad		Begin to understand how others might be feeling	Recognise when a peer is upset	Wait with increased patience	
						Follow a simple instruction, may still follow the lead of others	Identify and moderate own feelings socially and emotionally	
						Identify and name some common feelings in themselves or others		
						Explain to an adult what has happened when they are upset		
						"Bounce back" quicker after upsets and with more independence.		Use talk to help work out problems and organize thinking and activities, explain how things work and why they happen. Develop social phases.
						Follow familiar, routined instructions independently		

	Managing Self	<p>Use the toilet but may need support at times (May need reminding to wash hands)</p> <p>Recognise when they need to use the bathroom</p> <p>Understand that actions have consequences</p> <p>Recognise that they can make their own choice - makes choices based on their own thoughts and ideas</p> <p>Be aware of the rules and follows the lead of adults in order to follow them</p> <p>Participate in food experience with an adult</p> <p>Talk about foods with an adult</p> <p>Talk about good routines established at home e.g. eating, dressing, toileting</p> <p>Be aware of things adults tell them not to touch and know that this is keeping them safe</p>	<p>Use the toilet with increased independence, dressing themselves and hand washing</p> <p>Be aware of differences and similarities between themselves and others</p> <p>Recognise that they are part of a group peer/ class</p> <p>Understand that there are rules in Nursery</p> <p>Comment on the rules we have in Nursery</p> <p>Wash hands before participating in food experience (with support)</p> <p>Begin to explore some familiar foods in the role play area when playing</p> <p>Beginning to eat independently, learning how to use a knife and fork</p> <p>Know not to touch medicines</p> <p>Know to find an adult if they find something they know they shouldn't touch</p>	<p>Show a sense of belonging - enjoy feeling part of a social group</p> <p>Enjoy praise (which includes collective praise)</p> <p>Explain some of the rules in Nursery and why we should follow them</p> <p>Begin to understand healthy and unhealthy food choices</p> <p>Know that humans need food to keep healthy</p> <p>Wash hands before a food experience with increasing independence</p> <p>Know simple rules</p> <p>Increasingly independent in meeting their own care needs including developing independence in dressing and undressing</p> <p>Know not to touch cleaning products or other things at home that may cause harm</p> <p>Know to ask an adult first to make sure something is safe for them to touch</p>	<p>Be independent when accessing the toilet</p> <p>Wash hands well</p> <p>React to praise showing pride in achievements</p> <p>Develop in confidence</p> <p>Begin to take more risks</p> <p>Be increasingly resilient when faced with a challenge</p> <p>Comment on healthy food choices and the types of food we might eat.</p> <p>Follow rules without the need for reminders</p> <p>Identify a healthy snack with support</p> <p>Wash hands independently when prompted to do so</p> <p>Know and understand simple rules</p> <p>Know some professionals that are there to keep them safe and healthy</p> <p>Develops skills required to use simple tools safely e.g. scissors</p> <p>Know not to touch dangerous items they may find outside</p>	<p>Use the toilet independently and wash hands well</p> <p>Know why using the toilet and washing hands well is important</p> <p>Take coat off and put it on</p> <p>Do up coat (with help for buttons)</p> <p>Undress independently for P.E. (with help for buttons)</p> <p>Comment on which foods are healthy</p> <p>Identify a healthy snack</p> <p>Begin to understand the need for hygiene when taking part in food experiences</p> <p>Try new activities independently or with peers</p> <p>Follow the rules of the classroom</p> <p>Articulate and follow the classroom rules - can explain reasons / why they are needed</p> <p>Follow a simple instruction as part of a group</p> <p>Join in an activity when invited by an adult</p>	<p>Dress and undress for PE independently</p> <p>Discuss healthy food choices</p> <p>Sort healthy foods from less nutritional food</p> <p>Discuss sensible choices</p> <p>Begin to understand and discuss consequences of our behavior e.g. If I hit someone, it hurts, and they are upset</p> <p>Begin to persevere when something is challenging</p> <p>Work on short activities independently</p> <p>Know that exercise is healthy</p> <p>Sort some healthy foods and some not so healthy foods</p> <p>Know that it is important to have good health and a healthy diet</p> <p>Understand some foods are healthier than others and give some examples</p> <p>Know how to keep teeth healthy and why it is important</p> <p>Know to seek support when unsure about digital content and know how to report it with support</p>	<p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p>Know that brushing teeth is important.</p> <p>Understand how we can maintain a healthy lifestyle, exercise, healthy eating, and dental care.</p> <p>Begin to understand the effect of exercise on the human body.</p> <p>Know to seek support when unsure about digital content and know how to report it.</p> <p>Know how to eat healthy</p> <p>Develop awareness of how to keep our bodies safe e.g. NSPCC pants rules</p> <p>Understand how to keep myself safe around medicines and chemicals.</p>
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						<p>Know to ask an adult before using a tablet or interactive whiteboard</p> <p>Know and talk about different factors that support overall health and wellbeing e.g. regular activity and teeth brushing</p> <p>Use simple tools safely</p> <p>Know not to pick things up that are found in the street</p>	<p>Know how to be a safe pedestrian</p> <p>Understand some things are not safe to touch inside and outside our homes and can talk about this</p>	
	Building Relationships	<p>Leave their adult with some support</p> <p>Enjoy the company of other children</p> <p>Seek a Nursery adult for comfort / support</p> <p>Begin to allow other children to play along side or use the toys they are using</p>	<p>Play alongside other children and begin to spend more time playing with one or more children</p> <p>Come to Nursery and feel safe and secure with the staff there</p>	<p>Seek other children to play with and joins in with play</p> <p>Follow conventions of conversations during play and interactions</p>	<p>Play with a range of familiar children confidently</p> <p>Begin to think about others' feelings during play</p> <p>Take turns, share with other children, and understand 'yours and mine' - sometimes with adult guidance</p> <p>Develop a sense of responsibility and membership of a community</p>	<p>Play alongside new peers and 'with' familiar peers</p> <p>Show interest in their new peers</p> <p>Sees themselves as a valuable individual</p> <p>Participate in games / races (PE)</p> <p>Join in with a group of children who are playing</p> <p>Form some closer friendships and seeks them out to initiate play</p> <p>Speak to peers within a game or activity</p> <p>Take turns, with adult support</p>	<p>Hold back & forth conversations, listening to peers' ideas and respond appropriately</p> <p>Play games with others</p> <p>Show empathy in simple ways</p> <p>Show understanding of another child's perspective in discussion</p> <p>Take turns with a little support from an adult or with the systems in place</p> <p>Build constructive and respectful relationships</p> <p>Know what makes them and others special</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs.</p> <p>Know how to listen to others and understand others perspective.</p> <p>Share and be kind.</p>

PD	Gross Motor Skills	Run safely	Peddle a trike	Balance for longer periods of time	Go up and down steps using alternate feet	Move in different ways e.g. jump, run, hop, skip, climb	Catch and pass increasingly smaller balls	Negotiate space and obstacles safely, with consideration for themselves and others.
		Show some control when pouring something	Use a balance bike	Skip (by hopping on alternative feet)	Climb with confidence	Move into a space	Manipulate the speed / distance of a thrown object	Demonstrate strength, balance and coordination when playing.
Climb up and downstairs with confidence - two feet on each step	Catch a large ball	Walk across a plank independently	Control speed and type of movement e.g. jumping, hopping	Balance in a posed position	Use the balance bikes / trikes with competence	Balance and co-ordinate when walking across planks or climbing / jumping	Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.	
Climb to a comfortable height	Hop on one leg	Jump from a safe height holding an adult's hand	Cary large items such as blocks to a desired position/ location	Carry larger objects	Balance and co-ordinate when walking across planks or climbing / jumping	Explore a ball e.g. how it moves and move a ball around the body	Move in lots of different ways and into a space. Use equipment in games. Run into a space avoiding obstacles.	
Kick a ball	Adjust their speed appropriately and with control	Throw or roll a ball in a direction	Move to the sound of music	Kick with some degree of control	Travel with a ball	Throw a ball	Move around with and without a ball	
	Mark make on a large scale	Balance on two feet	Set up and work on basic obstacle courses	Walk up and down stairs mostly using alternate feet	Throw a ball	Explore different body parts to move the ball		
	Move freely by walking, jogging and jumping	Balance on basic small equipment such as floor mats	Take part and participate in games e.g. hide and seek, elephant football and tag	Change direction when moving	Move around with and without a ball			
	Move over and around small objects	Put on outdoor clothing on with assistance		Move and balance in different ways				
	Move using a balance bike with control			Control apparatus e.g. striking with bats and balls				
	Strike a large ball with hands and feet			Move on, over and under equipment				
	Pick up and drop an object with control			Complete an obstacle course which requires various movements e.g. crawling, balancing (may need some help at times)				
	Identify what clothes are needed when working outside							

	Fine Motor Skills	<p>Show preference of dominant hand</p> <p>Turn pages in a book</p> <p>Hold marking making tools in a fist grip</p> <p>Explore how toys move with support</p>	<p>Show control of smaller tools</p> <p>Begin to use scissors</p> <p>Mark make with a range of finer tools</p> <p>Use adapted scissors with support to make snips in paper</p> <p>Explore a range of tools in the dough area e.g. rolling pins, cutters, dough wheels</p>	<p>Use a knife to cut up soft fruit</p> <p>Collect very small objects and move them with accuracy e.g. beads</p> <p>Use scissors with support to cut along a straight line</p> <p>Use a spoon to mix and a knife to spread with support</p> <p>Use a rolling pin and dough cutter with support</p>	<p>Begin to fasten up a coat independently</p> <p>Mark make with increased accuracy and control</p> <p>Use one handed tools such as scissors independently</p> <p>Use scissors with increasing independence to cut along a straight line</p> <p style="color: red;">Attempt to thread through a hole</p> <p>Use a knife to spread and a spoon to stir with increased independence</p> <p>Attempt to peel own fruit e.g. satsuma, banana</p> <p>Show increased control when using a rolling pin and dough cutter</p>	<p>Use a dominant hand most of the time</p> <p>Use a knife and fork with some support</p> <p>Zip up a coat / use buttons with support</p> <p>Make controlled snips with scissors</p> <p>Use scissors independently to cut along a line</p> <p>Use a needle with thread and go in and out of holes using both hands and adult guidance</p> <p>Stir with a spoon and decorate with support</p> <p>Form recognisable letters</p> <p>Handle smaller tools, objects, and malleable materials safely</p> <p>Add smaller enhancements to creations with increasing intention.</p>	<p>Has proficient pencil control</p> <p>Use a tripod grip</p> <p>Form letters correctly (most)</p> <p>Use scissors to cut out a shape with curved sides</p> <p>Use a hole punch to make holes in paper</p> <p>Spread with a knife independently</p>	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools.</p> <p>Show accurate care when drawing.</p> <p>Use scissors with care to cut a variety of shapes and materials.</p>
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L	Comprehension	<p>Turn the pages correctly in books, e-books and touch screen technology (carefully and the correct way up with growing competence)</p> <p>Listen to and join in with stories and poems, when reading one-to-one</p>	<p>Understand that print has different meanings e.g. using a menu to order food in the home corner or looking at a book</p> <p>Listen to and join in with stories and poems, when reading in small group</p>	<p>Be aware of the way stories are structured and begin to tell own stories</p>	<p>Understand that we read English text from left to right and from top to bottom</p> <p>Name some of the different parts of a book</p> <p>Talk about events and principal characters in stories and suggest how the story might end</p>	<p>Know that information can be retrieved from books, computers, and mobile digital devices</p> <p>Make a simple prediction about a book using the front cover</p> <p>Re-enact and reinvent stories heard in play</p> <p>Describe main story settings, events, and principal characters in increasing detail</p> <p>Enjoy an increasing range of print and digital books (both fiction and non-fiction)</p>	<p>Recall and discuss stories or information that has been read to them or read themselves</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Re-read what they have written to check it makes sense</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (when appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play.</p>
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Word Reading		<p>Show interest in illustrations in books and digital print</p> <p>Repeat words or phrases from familiar stories</p> <p>Recognise familiar letters (such as the capital letter of their name)</p>	<p>Notice some print such as the first letter of their name, familiar signs, and labels e.g. McDonalds / Aldi sign</p> <p>Begin to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</p>	<p>Spot rhymes in familiar stories and poems</p>	<p>Begin to hear the initial sounds in words</p> <p>Begin to orally blend CVC words</p> <p>Recognise their name on a name card</p>	<p>Orally recognise and find items with the same initial sound</p> <p>Begin to read individual letters by saying the sounds for them</p> <p>Supply words with the same initial sound for most taught single sounds</p> <p>Begin to blend and read CVC words containing known letter-sound correspondences</p>	<p>Begin to recognise some written names of peers, siblings or Mummy and Daddy</p> <p>Segment CVC words to identify how many sounds are in a word</p> <p>Recognise all taught single sounds including some digraphs</p> <p>Read phonetically decodable captions / books with increasing confidence in word reading (fluency, understanding and enjoyment is developing)</p> <p>Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words</p> <p>Link sounds to names, naming a sounding the letters of the alphabet</p>	<p>Say a sound for each letter of the alphabet plus 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read a selection of common exception words</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge</p>

Writing	<p>Begin to differentiate between the marks made</p> <p>Mark making shows preference of dominant hand</p>	<p>Draw freely</p> <p>Add marks to drawings</p> <p>Imitate some shapes such as lines and circles</p>	<p>Form some recognisable letters (may need support)</p> <p>Copy letters from name (may need support)</p> <p>Write name (may need support)</p>	<p>Hold a pencil or other writing equipment</p> <p>Hold a pencil using tri-grip (may need support)</p> <p>Write name</p> <p>Use some print and letter knowledge in their early writing</p> <p>Write some letters accurately</p>	<p>Write some familiar, recognisable letters e.g. letters in name (may need support)</p> <p>Use dominant hand most of the time</p> <p>Form / write recognisable letters that match current phonics teaching</p> <p>Make anticlockwise movements and retrace vertical lines</p> <p>Segment simple CVC words and spell them correctly (may need support)</p>	<p>Use writing for a wider range of purposes such as labels, captions and lists with increased independence</p> <p>Write short sentences with words with known sound-letter correspondences</p> <p>Form some lowercase and uppercase letters correctly</p> <p>Re-read what they have written to check that it makes sense (may need support)</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
	RWInc phonics	<p>Within each aspect below, there are three strands.</p> <ul style="list-style-type: none"> ■ Auditory discrimination – tuning-in to sounds ■ Auditory memory and sequencing – listening and recalling sounds ■ Developing vocabulary and language comprehension – talking about sounds 				<p>Recap sound discrimination from Nursery e.g. alliteration and rhyming</p>	
<p><u>To discriminate sound – environmental sounds</u></p> <p>Develop awareness of sounds and rhythms</p> <p>Distinguish between sounds and to remember patterns of sound</p> <p>Talk about sounds we make with our bodies and what the sounds mean</p> <p><u>To discriminate sound – instrumental sounds</u></p> <p>Experience and develop awareness of sounds made with instruments and noise makers</p>		<p><u>Rhythm and rhyme</u></p> <p>Experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech</p> <p>Increase awareness of words that rhyme and to develop knowledge about rhyme</p> <p>Talk about words that rhyme and to produce rhyming words</p> <p><u>Alliteration</u></p> <p>Develop understanding of alliteration</p>	<p><u>Voice sounds</u></p> <p>Distinguish between the differences in vocal sounds, including oral blending and segmenting</p> <p>Explore speech sounds</p> <p>Talk about the different sounds that we can make with our voices</p> <p><u>Oral blending and segmenting</u></p> <p>Develop oral blending and segmenting of sounds in words</p> <p>Listen to phonemes within words and to remember</p>	<p>By October: know most Set 1 sounds and begin to blend (Set 1 Sounds Group B)</p> <p>By December: know Set 1 Sounds and blending (Set 1 Sounds Group C)</p>	<p>By February: reading Photocopy Ditties 1–20 (These are found in the Ditty Photocopy Masters Handbook.)</p> <p>By April: reading Red Ditty Storybooks</p>	<p>By May: reading Green Storybooks</p> <p>By July: reading Green/Purple Storybooks</p>	

			<p>Listen to and appreciate the difference between sounds made with instruments</p> <p>Use a wide vocabulary to talk about the sounds instruments make</p> <p><u>To discriminate sound – body percussion</u></p> <p>Develop awareness of sounds and rhythms</p> <p>Distinguish between sounds and to remember patterns of sound</p> <p>Talk about sounds we make with our bodies and what the sounds mean</p>	<p>Explore how different sounds are articulated, and to extend understanding of alliteration</p> <p>Listen to sounds at the beginning of words and hear the differences between them</p>	<p>them in the order in which they occur</p> <p>Talk about the different phonemes that make up words</p>			
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M	Number	Combine objects, such as stacking blocks and cups	Take part in finger rhymes with numbers	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')	Experiment with their own symbols and marks as well as numerals	<u>Getting to know you</u> Take this time to play and get to know the children	<u>Alive in 5!</u> Growing 6, 7, 8	<u>On the Move</u> Superhero to 20 and beyond
		Put objects inside others and take them out again	Compare amounts saying lots, more or same	Recite numbers past 5	Recite numbers past 5	Just like me! It's me 123! Light and Dark	Building 9 and 10	First, then, now Find my pattern
		Take part in finger rhymes with numbers	Count in everyday contexts, sometimes skipping numbers e.g. '1, 2, 3, 5'	Say one number for each item in order: 1, 2, 3, 4, 5	Say one number for each item in order: 1, 2, 3, 4, 5	Numbers 1-5 Subitising Part part whole Bonds to 5	Bonds up to 10 Counting to 20 Subitising Measure, Shape, and spatial thinking- Circles and triangles Positional language	Understanding where maths can be used practically Counting to 20 Understanding time Using money Spatial reasoning
		Develop counting like behavior, such as making sounds or pointing and saying some numbers in sequence	Show 'finger numbers' up to 5	Talk about and explore 2D and 3D shapes (circle, rectangle, triangle, cuboids) using informal language 'sides', 'corners', 'straight', 'flat', 'round'	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')	Continuing a pattern	Continuing a pattern and correcting a pattern	Creating patterns for others to repeat.
		Count in everyday context, sometimes skipping e.g. one, two, three, five.	Talk about and explore 2D and 3D shapes (circle, rectangle, triangle, cuboids) using informal language 'e.g. side, corners, straight, flat, round	Make comparisons between objects relating to size, length, weight, and capacity	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'		Explore 3D shapes	Keeps score.
			Understand position through words alone (no pointing as a prompt) e.g. The bag is under the table	Understand position through words alone – for example, "The bag is under the table," – with no pointing	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')	Manipulate, compose and decompose.		
			Describe a familiar route	Describe a familiar route	Recite numbers past 5			
			Discuss routes and locations, using words like 'in front of' and 'behind'	Discuss routes and locations, using words like 'in front of' and 'behind'	Say one number for each item in order: 1, 2, 3, 4, 5			
			Begin to make comparisons between objects relating to size, length, weight, and capacity	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')			
			Notice patterns and arrange things in patterns	Show 'finger numbers' up to 5	Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5			
			Make comparisons between objects relating to size, length, weight, and capacity	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5				
				Solve real world mathematical problems with numbers up to 5				

			Extend and create ABAB patterns – stick, leaf, stick, leaf					
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Numerical Patterns		<p>See changes of amounts in groups of up to 3 items</p> <p>Compare amount, saying lots, more or the same</p> <p>Climb and squeeze themselves into different types of spaces</p> <p>Build with a range of resources</p> <p>Complete in set puzzles</p> <p>Compare sizes, weights etc., using gesture and language, bigger, smaller, high, low, tall, heavy</p> <p>Notice patterns and arrange things in patterns</p>	<p>Begin to compare patterns and shapes, e.g., same, or different</p> <p>Begin to use modelled language with support, e.g., use language to talk about shapes, e.g., sharp, pointy, or curvy</p> <p>Begin to use some positional language, during routines, e.g., on the table, take it off, put it down</p> <p>Begin to describe routes, e.g., over an obstacle course or how water travels through guttering</p>	<p>Begin to use language such as more than, less than, fewer</p> <p>Compare patterns and shapes, e.g., same, or different</p> <p>Use language to talk about shapes, e.g., sharp, pointy, or curvy</p> <p>Use some positional language, during routines, e.g., on the table, take it off, put it down</p> <p>Describe routes, e.g., over an obstacle course or how water travels through guttering</p>	<p>Talk about and identifies the patterns around them, e.g., stripes on clothes, designs on rugs and wallpaper</p> <p>Use formal language, pointy, spotty or blobs</p> <p>Extend and create a, b, a, b patterns. E.g., stick, leaf, stick, leaf</p> <p>Notice and correct an error in a repeating pattern</p> <p>Begin to describe a sequence of events, e.g., using first, then.</p> <p>Begin to talk about and explore 2D and 3D shapes, using informal and mathematical language, e.g., sides, corners, straight, flat and round</p> <p>Understand position through words along, e.g., the bag is under table (no pointing)</p> <p>Describe a familiar route - Discusses routes and locations, using words such as in front of or behind</p> <p>Make comparisons between objects related to size, length, weight, and capacity</p> <p>Select shapes appropriately, flat shapes for building, triangular prisms for roofs</p>	<p><u>Getting to know you</u> Take this time to play and get to know the children</p> <p>Just like me! It's me 123! Light and Dark</p> <p>Numbers 1-5 Subitising Part part whole Bonds to 5</p> <p>Continuing a pattern</p>	<p><u>Alive in 5!</u> Growing 6, 7, 8</p> <p>Building 9 and 10</p> <p>Bonds up to 10 Counting to 20 Subitising Measure, Shape, and spatial thinking- Circles and triangles Positional language</p> <p>Continuing a pattern and correcting a pattern</p>	<p><u>On the Move</u> Superhero to 20 and beyond</p> <p>First, then, now Find my pattern</p> <p>Understanding where maths can be used practically Counting to 20 Understanding time Using money Spatial reasoning</p> <p>Creating patterns for others to repeat.</p> <p>Keeps score.</p>
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UW	Past and Present	Begin to notice difference between people (old and young)	Begin to make sense of their own life story and family's history	Show more confidence describing a significant event told by parents linked to a photograph/ prompt (wedding, holiday, party etc.)	Show interest in objects and photographs from the past (transport and toys)	Recognise if an object is from the past or is modern	Talk about stories that are set in the past and they will recognise some differences between then and now (types of furniture, types of activities, clothing etc.)	Talk about the lives of the people around them and their roles in society.
		Begin to use vocabulary related to age such as old, baby, mummy, grandad etc.	Recognise familiar family members in photographs	Use the word "yesterday" to describe something that happened in the past	Know that a birthday is an event in their past and other events other events that are important in our lives	Sort objects and photos from past and present	Sort modern stories from traditional stories	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
		Know personal age	Describe a significant event linked to a photograph (wedding, holiday, party etc.)	Know that grandparents are older than themselves	Retell an event form the past that their parents have told them using words such as 'a long time ago'	Recognise and show some understanding of similarities and differences	Put pictures in chronological order (up to 3) – baby, teenager, grandparent	Understand the past through settings, characters and events encountered in books read in class and storytelling.
		Notice simple differences with people of different ages with support	Know that everyone has birthdays	Show an interest and retell an event form their past that their parents have told them with prompts	Answer simple questions about what they have seen in pictures and books with support	Retell memories with support	Begin to organize events using basic chronology with support	Use the words 'now' and 'a long time ago'.
		Talk about family members and those important to them	Notice simple differences with people of different ages with support	Recall a recent birthday whilst looking at pictures	Begin to be able to comment on pictures of familiar situations	Know that we grow from a baby to child to an adult	Know that information can be retrieved from computers books and people, showing lives in the past	Begin to organize events using basic chronology recognising somethings happened before they were born.
			Ask questions about people in their family	Talk about what you do as a family and adults that are significant to children e.g. Parents/ grandparents	Begin to know how a family is made up	Name members in their family	Retell memories of events confidently	Ask how and why questions about stories and events.
			Talk about pictures of familiar situations / people with support		Know that Jesus was alive a long time ago	Know that Guy Fawkes and gunpowder plot is why we celebrate bonfire night	Know some simple past tense phases e.g. 'was lived'	Begin to understand that events, characters in books, pictures, books, computers, and artefacts can help us to understand about the past.
					Shows an interest in different occupations naming some of them	Know that Christmas day is the day that Jesus was born	Show an interest in how their lives are different form the lives of their parents and grandparents	Know how they have changed form when they were born too now.
					Know that some things look different a long time ago e.g. cars	Comment on pictures of remembrance services	Know that Jesus died at Easter	Know how their family is made up beyond themselves.
						Understand the role of different occupations	Know that houses and transport have changed over time.	Know that once upon a time means a long time ago.
						Know that local buildings are old EG Church	Know some simple things about life in the past e.g. how people travelled around.	
						Look at toys form the past and toys now		
						Draw on own experiences and relate it to stories in class or topic work e.g. I went to the seaside; I saw a donkey etc.		

						<p>Understand that people born before them are older</p> <p>Talk about members of their immediate family and community</p>	<p>Name and describe people who are familiar to them</p>	<p>Know that what book characters are wearing/doing, books, computer, photographs, and artefacts help us to understand what life was like at that time.</p> <p>Begin to show an understanding of how their life is different from their parents and grandparents.</p> <p>Know that the king is the Monarch.</p> <p>Begin to make comparisons about life in the past to their life now with support, (Holidays topic)</p>
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<p style="text-align: center;">People, Culture and Communities</p>	<p>Make connections between the features of their family and other families</p> <p>Learn that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>Enjoy looking at people significant to children, parents, grandparents etc.</p> <p>Explore the local area</p>	<p>Develop positive attitudes about the differences between people</p> <p>Understand that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>Show interest in the lives of people who are familiar to them</p> <p>Knows that Father Christmas comes from the North Pole</p>	<p>Continue to develop positive attitudes about the differences between people</p> <p>Show interest in different ways of life indoors and outdoors including different occupations</p> <p>Enjoy joining in with family customs and routines</p> <p>Show interest in the lives of people who are familiar to them</p> <p>Begin to recognise some of things that make them unique and can talk about some of the similarities and differences in relation to friends or family</p> <p>Show interest in what they have seen in pictures/ books and familiar situations.</p> <p>Know the name of their school</p> <p>Know that their school is in the local area.</p> <p>Know that there are different countries in the world</p> <p>Investigate places on the globe</p> <p>Begin to understand some basic positional language</p> <p>Show interest in simple maps and globes with an adult</p>	<p>Show interest in different occupations</p> <p>Continue to develop positive attitudes about the differences between people</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Remember and talk about significant events in own experiences</p> <p>Recognise and describe special times or events for family or friends</p> <p>Show interest in different ways of life indoors and outdoors</p> <p>Know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Know and talk about the place they live.</p> <p>Know the name of some of the different buildings from stories e.g. house, cottage, castle</p> <p>Begin to show an interest in simple maps and globes and what they show with support</p>	<p>Explore simple maps</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Know there are other countries and places in the world through the theme of festivals we learn about. (Bethlehem, Pakistan, Ireland, France)</p> <p>Begin to understand other children do not always enjoy the same things and is sensitive to this</p> <p>Begin to understand some of the similarities and differences between themselves and others, and among families, communities, cultures, and traditions.</p> <p>Begin to understand the use of globes and maps.</p> <p>Draw a simple map linked to a story.</p> <p>Explore simple maps beginning to explain them.</p> <p>Explain and enjoys joining in with family customs and routines</p> <p>Know about similarities and differences between themselves and others, and among families,</p>	<p>Draw information from a simple map</p> <p>Name, understand and explain that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Name the parts of the local community (home, house, school, shop, park)</p> <p>Know we live in Bradford</p> <p>Understand that some places are special to member of their community.</p> <p>Use simple words to describe some human features in the local are e.g., farm, house, shop.</p> <p>Explore and make observations of different part of the local area e.g. Church, local shop</p> <p>Understand the use of globes and maps</p>	<p>Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Know the name of the street where they live and the number on their door.</p> <p>Recognise similarities and differences between this country and other countries,</p> <p>Explore and make observations of places out of their local area. E.G., on a school visit.</p> <p>Show an interest in the areal photos of the local area.</p> <p>Draw a simple map.</p>
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					Draw a simple map linked to a story with support	communities, cultures, and traditions Know that other children do not always enjoy the same things and is sensitive to this		
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RE (in line with school LTP) - linked to People, Culture and Communities

<p><u>Autumn</u> Express a point of view and to debate when they disagree with an adult or a friend using words as well as actions. Notice differences between people Make connections between features of their family and other families. Notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities religion etc. Develop positive attitudes about the differences between people. Develop their sense of responsibility and membership of the community.</p>	<p><u>Spring</u> Express a point of view and to debate when they disagree with an adult or a friend using words as well as actions. Make connections between features of their family and other families. Develop their sense of responsibility and membership of a community Continue developing positive attitudes about the differences between people.</p>	<p><u>Summer1</u> Express a point of view and to debate when they disagree with an adult or a friend using words as well as actions. Enjoy sharing books with an adult Have favourite books and seek them out to share with an adult, another child or look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and share ideas. Enjoy listening to longer stories and can remember much of what happens. Understand the why question. Know many rhymes and be able to talk about familiar books and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary</p>	<p><u>Autumn 1</u> Understand the why question. Ask questions to find out more and to check they understand what has been said to them, Recognise that people have different beliefs and celebrate special times in different ways. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen to and talk about stories Think about the perspective of others.</p>	<p><u>Spring 1</u> Ask questions to find out more and to check they understand what has been said to them, Develop their sense of responsibility and membership of a community Understand that some places are special to members of the community. Recognise that people have different beliefs and celebrate special times in different ways. Think about the perspective of others.</p>	<p><u>Summer 1</u> Ask questions to find out more and to check they understand what has been said to them, Enjoy listening to longer stories and can remember much of what happens. Understand the why question. Develop their sense of responsibility and membership of the community. Recognise that people have different beliefs and celebrate special times in different ways. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Think about the perspective of others.</p>
<p><u>Autumn 2</u> Notice differences between people Listen to simple stories and understand what is happening with the help of pictures. Understand simple questions – who, what where. Safely explore emotions beyond their normal range through play and stories. Enjoy sharing books with an adult Have favourite books and seek them out to share with an adult, another child or look at alone. Repeat words and phrases from familiar stories. Ask questions about the book.</p>	<p><u>Spring 2</u> Listen to simple stories and understand what is happening with the help of pictures. Understand simple questions – who, what where. Safely explore emotions beyond their normal range through play and stories. Enjoy sharing books with an adult Have favourite books and seek them out to share with an adult, another child or look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and share ideas. Enjoy listening to longer stories and can remember much of what happens. -understand the why question. Know many rhymes and be able to talk about</p>	<p><u>Summer 2:</u> Express a point of view and to debate when they disagree with an adult or a friend using words as well as actions. Notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities religion etc. Make connections between features of their family and other families. Develop their sense of responsibility and</p>	<p><u>Autumn 2</u> Ask questions to find out more and to check they understand what has been said to them. Enjoy listening to longer stories and can remember much of what happens. Understand the why question. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of the community. Develop their sense of responsibility and membership of the community.</p>	<p><u>Spring 2</u> Enjoy listening to longer stories and can remember much of what happens. Understand the why question. Ask questions to find out more and to check they understand what has been said to them, Recognise that people have different beliefs and celebrate special times in different ways. Develop their sense of responsibility and membership of the community. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p><u>Summer 2</u> Develop their sense of responsibility and membership of a community Understand that some places are special to members of the community. Continue developing positive attitudes about the differences between people. Understand that people have different beliefs and celebrate special times in different ways</p>

			<p>Make comments and share ideas.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand the why question.</p> <p>Know many rhymes and be able to talk about familiar books and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary</p>	<p>familiar books and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary</p>	<p>membership of a community</p> <p>Develop positive attitudes about the differences between people.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Think about the perspective of others.</p> <p>Compare and contrast characters from stories including figures from the past.</p>	<p>Think about the perspective of others.</p> <p>Compare and contrast characters from stories including figures from the past.</p>	<p>Talk about members of their immediate family and community.</p> <p>Ask questions to find out more and to check they understand what has been said to them,</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Think about the perspective of others.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>
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The Natural World		<p>Explore materials with different properties</p> <p>Explore natural materials, indoors and outside.</p> <p>Explore natural environments</p> <p>Notice detailed features of objects in the environment</p> <p>Talk about some of the things observed such as plants, animals, natural and found objects</p> <p>Enjoy playing with small world reconstructions building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</p> <p>Explore the environment/ animals and people</p> <p>Explore cause and effect</p> <p>Explore the local area and the local environment with an adult</p> <p>Explore pictures of different places in books-fiction and non-fiction</p>	<p>Explore and make simple observations with support on materials with different properties and explore natural materials, indoors and outside</p> <p>Observe and talk about things they have observed such as plants, animals, natural and found objects</p> <p>Talk about why things happen and how things work</p> <p>Begin to understand growth, decay, and changes over time</p> <p>Show care and concern for living things and the environment</p> <p>Make simple observations about the features in their environment/ animals, people, and weather</p> <p>Explore the local area- adults talking the different parts e.g. park, shop</p> <p>Identify pictures of different types of places in books- fiction and non-fiction / photographs</p> <p>Know the north pole is cold</p>	<p>Use all senses in hands on exploration of natural materials</p> <p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Develop an understanding of growth, decay, and changes over time</p> <p>Begin to understand the effect their behavior can have on the environment</p> <p>Comment on plants in the environment</p> <p>Name and identify animals</p> <p>Know which animals make common pets</p> <p>Make accurate observations with support</p> <p>Identify different weathers</p> <p>Make simple observations about a range of materials – indoor and outdoor</p> <p>Explores cause and effect but changes are variable e.g. Will it float if there is more water</p> <p>Begin to identify some seasonal changes with support</p>	<p>Use all senses in hands-on exploration of natural materials</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Talk about what you see, using a wide vocabulary</p> <p>Plant seeds and care for growing plants</p> <p>Understand the simple key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Explore the different forces felt</p> <p>Talk about the differences between materials and changes they notice</p> <p>Identify main parts of a plant leaf and flower</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Make simple observations of the local environment and seasonal change with support</p> <p>Make observation of different materials and</p>	<p>Explore the natural world around us</p> <p>Talk and describe what places are like (in detail about what they see and hear)</p> <p>Ask questions about what they have observed</p> <p>Plant seeds / bulbs and care for growing plants beginning to understand what they need to grow</p> <p>Know basic care for plants e.g. watering</p> <p>Understand the need to respect and care for the natural environment and all living things</p> <p>Name different parts of their local community with support (home, school, shop, park)</p> <p>Be aware, name and describe the seasons Autumn and Winter and the changes to the environment and the natural world</p> <p>Know the weather associated with Autumn and Winter</p> <p>Notice and comment on change in their environment outdoors</p> <p>Use simple Geographical words to describe physical features seen in</p>	<p>Explore and comment on the natural world around them</p> <p>Describe what they see, hear, and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Understand the basics of what a plant needs to grow e.g. water and soil</p> <p>Understand the simple life cycles of a plant and animal</p> <p>Understand how animals are adapted to live in different places e.g. polar bear</p> <p>Identify the habitat of some animals</p> <p>Now about similarities and differences in relation to living things</p> <p>Make observations about the environment in Spring and Summer</p> <p>Know the weather associated Spring and summer</p> <p>Identify which materials float</p>	<p>Explore the natural world around, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around and contrasting environments, drawing on experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Make observations of plants.</p> <p>Identify different parts of a plant including roots seeds stem and flower.</p> <p>Make observations of animals and explain why some things occur.</p> <p>Talks about features of own and immediate environment and how environments vary from one another.</p> <p>Know that the environment and living things are influenced by human activity.</p> <p>Identify and compare the 4 seasons and weather associated with seasons.</p>
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				<p>identify their properties with support</p> <p>Observes something with interest</p> <p>Talk about the similarities and differences between pictures of place with support</p> <p>Begin to identify some simple seasonal changes independentl</p>	<p>books and on pictures e.g. beach, wood, sea</p> <p>Understand and use some positional language</p> <p>Explore and make observations of different parts of the school grounds</p> <p>Explain the need to respect and care for the natural environment and all living things</p> <p>Explain the differences and similarities between materials and name some of their properties and the changes they notice</p>	<p>Know that materials have certain uses depending on their properties</p> <p>Use appropriate resources to carry out a chosen test</p> <p>Formulate a simple hypothesis about what they think will happen and why</p> <p>Plan a test- considering what it is they want to find out</p> <p>Think about how they can find out ana answer to their question</p> <p>Recognise some environments that are different from the one in which they live through topic though topics look at Arctic / Antarctic, earth, the moon, the sun, and the planets etc.</p> <p>Name and describe the season Spring and Summer</p> <p>Understand the process of freezing and melting</p>	<p>Know about similarities and differences in relation to materials.</p> <p>Understand why some materials float and sink, with support.</p> <p>Closely observes experiment over several days.</p> <p>Discuss what observations tell them.</p> <p>Seek out things to observe to find things out.</p> <p>Record finding in their own ways.</p> <p>Make decisions about what will be the most effective resource to use to carry out experiments.</p> <p>Test ideas and theories, plan what they will do next base on their findings.</p> <p>Begin to identify some similarities and differences between where we live and places where our stories/ learning take place e.g., environment/ homes/ weather.</p>
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EAD	Creating with Materials	Use various construction materials to build	Use a variety of colours	Use scissors effectively	Construct with bricks and blocks to make an enclosure	Give meaning to the marks that are made	Create collaboratively, sharing ideas, resources, and skills with other children	Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, from and function
		Make simple marks	Explore what happens when colours mix	Talk about different textures	Explore different materials freely, using them with a purpose	Safely constructs with a purpose and can talk about what they have made	Select / plan and name the tools and resources needed e.g. scissors for paper	Share their creations, explain the process they have used
		Talk about what to make	Make simple pattern	Create closed shapes with continuous lines which represent objects that can be spoken about or identified	Discuss what is being made	Select materials from a limited range that fit a particular criterion such as 'shiny' with independence	Explore other ways of joining with support – treasury tags, split pins	Make use of props and materials when role playing in narratives and stories
		Explore materials, joining with support	Joins construction pieces together to build and balance	Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces	Explore ideas by rearranging materials	Use glue (glue stick and PVA) and tape to join materials	Talk about their work using learned language	Explain what I am making and which materials I am using and why.
		Talk about what has been made, prompts given when needed	Use glue to join materials randomly together	Respond to an adult's suggestion of what to make	Use tape to join things together with support	Talk with support and language modelling about some things that have been made naming the resources and showing some understanding of the techniques that have been used	Discuss some of the changes made using the making process with prompts	Explain work as it progresses.
		Explore building simple structures with support	Use a variety of colours	Has an idea of what to build before they begin	Discuss what has been made naming some of the resources and simple techniques used with support	Explore building bridges and towers using a variety of small-scale construction materials, blocks, Lego, cardboard	Select my own method of joining materials.	Discuss what has been made and with prompts I am beginning to identify good points and bad points.
		Observe colour	Explore what happens when colours mix	Use glue to join with increasing independence	Create towers and buildings by stacking and connecting bricks together independently	Use simple construction with wheels and axels to create a moving vehicle with support	Mix lighter and darker colours	Changes, adapts, and modifies model to serve a purpose.
		Name some colours	Make simple patterns	Use a large plastic needle to sew with support	Use a variety of construction toys that have wheels in them to create a vehicle that can move with some guidance	Describe what I have done and the materials I used	Describe what I might change if I did it again.	Build with a variety of small-scale construction adapting to make them more stable.
		Explore the use of a glue stick to join 2 materials together	Join construction pieces together to build and balance	Use glue to join with increasing independence	Identify a wider range of colours	Explore and investigate a range of simple large scale construction materials such as cardboard boxes and experiment with creating different things and talks about their uses	Sketch natural objects and the natural world outdoors	Make a moving vehicle using a range of construction independently
		Make pencil marks	Attach materials together using glue with support	Use a large plastic needle to sew with support	Describe sketches	Use a variety of construction toys that have wheels in them to create a vehicle that can move	Paint things that have been observed (or images)	Add embellishments to pictures and models.
		Explore paint in different forms	Draw lines and shapes	Rebuild something when playing to improve it if it falls or doesn't work	Paint with more than one colour	Describe paintings	Use watercolor paints	
		Paints with a brush in random directions	Explore colour mixing	Explore building towers and other structures using other kinds of construction kits with support (wooden blocks, Duplo, magnetic construction)	Experiments with colour mixing – no intention to make a certain colour		Use more than one thickness of brush	
		Explore playdough	Explore paint in different forms and in different surfaces	Create a simple moving vehicle out of Mobilo				
			Paint with a brush to create lines and shapes	Identify a colour				
			Explore playdough moving through as a sequence of skills: Pressing Pinching Cutting Rolling Balling	Attach materials together using glue independently				

				<p>Draw lines and closed shapes giving meanings to marks</p> <p>Paint lines and closed shapes giving meaning to marks</p> <p>Explore playdough as a sequence of skills. Using picture guides</p> <p>Pressing</p> <p>Pinching</p> <p>Cutting</p> <p>Rolling</p> <p>Balling</p> <p>Create shapes with dough using cutters</p>	<p>To attach junk modelling items together</p> <p>Use a given skill to manipulate playdough to make a given shape</p>	<p>Attach junk modeling items together and describe the model</p> <p>Use simple tools and techniques competently and appropriately</p> <p>Mix prime colours to make secondary colours</p> <p>Create new colour by independent mixing</p> <p>Makes choices about the colours they use</p> <p>Paint a self-portrait with more than one colour with features appropriately places</p> <p>Sketch pictures of our families with details distinguishing between family members</p> <p>Sketch homes</p> <p>Use a combination of dough manipulation skills to create own models</p>	<p>Creates collaboratively, sharing ideas</p> <p>Attach junk modelling items together and describe model</p> <p>Use a combination of dough manipulation skills to create own models</p>	<p>Comment on other pieces of work and make suggestions.</p> <p>Sketch things that they have observed with increasing detail with consideration to shape, size, colour and detail.</p> <p>Paint things that they have observed with increasing detail with consideration to shape, size, colour and detail.</p> <p>Add embellishments to add texture to paintings.</p> <p>Create junk models and explain choices of materials.</p> <p>Create and describe clay models- talk about the skills used on prompting.</p>
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	Being Imaginative and Expressive	<p>Listen to and join in with nursery rhymes</p> <p>Use a musical instrument to tap out a rhythm</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Moves when hears music (not necessarily in time)</p> <p>Explore instruments and the way they sound</p> <p>Listens with increased attention to sounds</p>	<p>Sing familiar nursery rhymes and songs</p> <p>Explore different musical instruments and can talk about the sound it makes</p> <p>Perform songs with others and try to move in time with music</p> <p>Remember and sing an entire simple song</p> <p>Join in singing a song for the Christmas concert</p> <p>Play simple percussion instruments with increasing control (loud, quiet, fast, slow)</p>	<p>Begin to act out different scenarios using props to enhance imaginative play</p> <p>Sing familiar songs / nursery rhymes or make up their own songs</p> <p>Sing songs clearly using correct words that have been learned including pitch</p> <p>Names some of the percussion instruments</p> <p>Copy steady beat using body parts</p> <p>Copy a simple rhythm pattern using a percussion instrument</p>	<p>Sing familiar nursery rhymes alongside playing instruments and following the rhythm</p> <p>Show a greater awareness of a melody when singing familiar songs</p> <p>Listen to some music and express my thoughts and feelings about what has been heard with support</p> <p>Create a new song similar to one already known</p> <p>Use simple percussion instruments to express simple feelings and ideas with support</p>	<p>Remember the words to a range of songs and nursery rhymes</p> <p>Sing an increasing range of nursery rhymes and songs</p> <p>Sing a new song as a group matching pitch and melody</p> <p>Learn and perform songs for an audience at the Christmas concert</p> <p>Takes on different roles and acts out scenarios in a small group</p> <p>Sing in a group, following a melody</p>	<p>Develop storylines in their pretend play</p> <p>Listen attentively, moves to, and talks about music, expressing how it makes you feel</p> <p>Sing on own, increasingly matching the pitch and following the melody</p> <p>Build on previous knowledge of playing percussion instruments, naming them, and knowing how they are played</p> <p>Listen to a growing range of different types of music e.g., pop/ classical and comment on what they have heard with some support</p> <p>Play pitch matching games</p>	<p>Invent, adapt, and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs with greater confidence showing an increased awareness of melody and pitch.</p> <p>Uses a simple percussion instrument to move intime to a piece of music.</p> <p>Perform songs, rhymes, poems, and stories with others, and try to move in time with music.</p> <p>Discuss changes and patterns in music.</p> <p>Show greater control when playing musical instruments, copying, and extending simple rhythmic patterns.</p>
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