

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme Title</p> <p>Possible key learning emphasis to facilitate progression (alongside children's interests)</p>	<p>All about me/starting school</p> <p>New beginnings Harvest Autumnal changes People who help us</p>	<p>Festivals and Celebrations</p> <p>Diwali Bonfire night Remembrance Winter Christmas</p>	<p>Toys</p> <p>New Year Valentine's Day Pancake Day Superheroes Teddies Vehicles</p>	<p>Fantasy and Adventure (Storytelling)</p> <p>Signs of Spring Mothering Sunday Easter Superheroes Traditional tales</p>	<p>Science and investigation</p> <p>Growing plants Animals Insects Dinosaurs Changes</p>	<p>Places</p> <p>Seaside Summer Transition to Yr1 Food around the world Our environment</p>
<p>Personal, Social and Emotional Development</p> <p>Building Relationships</p>	<p>Turn taking with an adult involved in the play/game</p> <p>Sharing resources with their peers</p> <p>Knowing each other's names and the adult's names</p> <p>Express their own feelings to an adult to build a relationship with adults in the setting</p>		<p>Turn taking cooperatively in play and games with peers</p> <p>Working as part of a group or class</p> <p>Forming positive relationships with adults and their peers, e.g. what makes a good friend</p> <p>Talking about their own ideas to other's</p> <p>Express their feelings to other's using descriptive vocabulary</p>		<p>Turn taking with peers independent of an adult support</p> <p>Working as part of a group without an adult always present</p> <p>Helping other's in their team</p> <p>Taking account of each other's ideas – about how to organise their activity</p> <p>Speaking to other's confidently</p>	
	<p>ELG for Building Relationships</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. 					

Personal, Social and Emotional Development Managing Self	<p>Transitioning into school by leaving the adult that brings them</p> <p>Learn the school routine – putting away belonging such as book bags and coats</p> <p>Use the toilet independently</p> <p>Dress independently</p> <p>Follow the routines of the classroom</p> <p>Tidying up after an activity</p> <p>Introduce school/class expectations/rules</p> <p>Introduce awareness of personal safety</p>	<p>Begin to explain why school/class expectations/rules are important</p> <p>Understand how our bodies work and be able to name our body</p> <p>Beginning to understand personal awareness and its purpose in safety</p>	<p>Understand and follow rules</p>
	<p>ELG for Managing Self</p> <p>Children at the expected level of development will:</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>		
Personal, Social and Emotional Development Self-regulation	<p>Identify feelings</p> <p>Learning about who can help them in and out of school</p> <p>Building confidence and trying new activities</p> <p>To learn strategies to avoid conflict (e.g. when sharing). Asking for adult support and listening to what the other person has to say.</p>	<p>Identify and moderate feelings using strategies they have learnt</p> <p>Reflecting and self-evaluating work and activities</p> <p>Talking about own and other’s behaviour and its consequences</p> <p>Showing sensitivity to other’s needs and feelings</p> <p>Discuss own preferences and reasons why</p>	<p>Adjusting behaviour to different situations</p> <p>Set and work towards goals</p> <p>Being able to say which activities they like more than other’s</p> <p>Being able to say what they are good at</p>
	<p>ELG for Self-regulation</p> <p>Children at the expected level of development will:</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>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.</p>		

Physical Development Fine motor	<p>Develop a tripod grip to draw pictures and write their name, moving on to copying letters</p> <p>Develop use of a knife and fork and spoon</p> <p>Hold and use a paintbrush to create a picture</p> <p>Use scissors to cut a straight line then curved lines</p> <p>To be able to do zips and buttons and to correctly dress and undress for PE</p> <p>To manipulate materials to thread and weave objects</p> <p>Be able to use large construction materials, e.g. wooden blocks and junk model materials.</p>	<p>Use a tripod grip for writing and drawing</p> <p>Use a paintbrush to create strokes and detail in a picture</p> <p>Use scissors to cut zig zags and shapes</p> <p>Use a range of tools safely and with control, e.g. hole-punch and tape dispenser.</p> <p>Be able to use smaller construction materials and malleable materials, e.g. Lego, Meccano and other types of connect construction kits, clay and junk model materials.</p>	<p>Forming letters correctly in writing using a correct pencil grip</p>
	<p><u>ELG: Fine Motor Skills</u></p> <p>Children at the expected level of development will:</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, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing.</p>		

Physical Development Gross motor	<p><u>Movement</u> Moving confidently in a range of ways (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)</p> <p>Change direction and speed, moving in different ways</p> <p><u>Balancing and coordination</u> Trikes</p> <p><u>Coordination with equipment</u> Rolling and throwing a full-sized ball, weighted throwing equipment, e.g. a bean bag</p> <p><u>Posture</u> Sit at a table or on the floor with good posture using core muscle strength</p>	<p><u>Balancing and coordination</u> Balance bikes</p> <p><u>Coordination with equipment</u> Throwing and catching a full sized ball, developing</p>	<p><u>Balancing and coordination</u> Balancing using different parts of the body with increasing control on gym mats. Pike, tuck, straddle, pencil roll, tuck roll with a good degree of control. Combine 2 or more movement together</p> <p><u>Coordination with equipment</u> Rolling and throwing a smaller sized ball</p>	<p><u>Balancing and coordination</u> Climb, balance and jump using apparatus with control. Land safely when jumping from a height.</p> <p><u>Coordination with equipment</u> Throwing and catching smaller sized balls</p>	<p><u>Movement</u> Move with fluency, control and grace</p> <p><u>Balancing and coordination</u> Climb higher, run faster, jump further</p> <p><u>Coordination with equipment</u> Throwing, catching and hitting using a range of sports equipment</p> <p>Introduce children to ball games with teams, rules and targets.</p>	
	<p>ELG: Gross Motor Skills Children at the expected level of development will: 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.</p>					

Physical Development Health and self-care	Learn to line up Learn to use school toilets and washing hands Eating with good manners in a group	Being a safe pedestrian An awareness and making choices about the clothing they wear both indoors and outdoors Awareness of sensible amounts of screen time	Awareness of the importance of physical activity and the effect it has on their body Health, wellbeing and feelings	Tooth brushing	<u>Staying healthy</u> Healthy eating (links to growing food) drink, sun hats and sleep	
	NO ELG					

Communication and Language

Listening, Attention and Understanding

<p>Demonstrating listening behaviours by looking at the person speaking, sitting still and tuning into the speaker.</p> <p>Engage in story times and in non-fiction books by following along and joining in with repetitive words/phrases and answer simple questions.</p> <p>Listen carefully to rhymes and songs and how they sound. Recognise rhythm and rhyme and have fun with it.</p> <p>Respond to simple questions.</p>	<p>Engage in story times and non-fiction books with increasing concentration and recall.</p> <p>Learn rhymes and poems and join in with repeated refrains. Learns some verse by heart using call and response.</p> <p>Follow simple instructions e.g. one thing at a time</p>	<p>Begin to ask questions to find out more and check their own understanding.</p> <p>Listen to and talk about stories and non-fiction books to build understanding and develop their knowledge, answering how/why questions.</p> <p>Retell simple stories using familiar phrases and their own words.</p> <p>Remain focused on a task for an increasing amount of time</p> <p>Respond appropriately during conversations, showing an understanding of what has been said</p>	<p>Check understanding - answer who, where and when questions.</p> <p>Show their understanding of what has been read to them by answering questions and relating to their own experiences.</p> <p>Two-channelled attention – can listen and do for a short span.</p> <p>Understand elements of the world around them by listening to and discussing non-fiction texts</p>	<p>Check understanding – answer ‘why’ and ‘how do you know’ questions.</p> <p>Retell stories and information in non-fiction books in their own words. Use rich story language once they have a deep familiarity and understanding.</p> <p>Able to follow a story without pictures or props</p> <p>Show understanding of new and familiar vocabulary through application in talk, play and writing.</p> <p>Follow complex instructions involving more than one step</p> <p>Understand humour, e.g. nonsense rhymes and jokes</p>
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ELG for 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.

Communication and Language Speaking	<p>Talk about their own experiences.</p> <p>Begin to learn new vocabulary.</p> <p>Take on different roles in imaginative play.</p> <p>Use complete sentences in everyday talk.</p> <p>Hold simple conversations with their peers and teachers.</p> <p>Hear social phrases</p>	<p>Use talk to organise thinking and activities.</p> <p>Begin to use new learnt vocabulary in talk through planned opportunities.</p> <p>Develop social phrases</p> <p>Know how to respond appropriately to social phrases</p>	<p>Use talk to work out problems and explain what might happen.</p> <p>Develop conversational skills with more accurate use of tense and detail.</p> <p>Describe events.</p>	<p>Use talk to work out problems and to explain how things work.</p> <p>Use and apply new vocabulary in different contexts.</p> <p>Talk about the plot and the main problems in stories.</p> <p>Talk confidently about their own ideas.</p> <p>Describe events in greater detail.</p> <p>Connect ideas using a range of conjunctions.</p>	<p>Use new vocabulary in different contexts.</p> <p>Talk about the main characters feelings, actions and motives.</p> <p>Explain their own ideas in more detail.</p> <p>Tell each other stories that they have heard and show a deep understanding of these.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Initiate using social phrases appropriately</p>
	<p>ELG for 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.</p>				

Literacy Reading (word reading)	Hearing and saying initial sounds in words Recognise GPC Oral blending and segmenting cvc words (where appropriate reading them)	Read individual letters by saying the sounds for them Reading cvc words/ captions/sentences	Reading words containing taught digraphs/trigraphs. Reading sentences.	Read words containing initial and end blends. Building fluency through rereading books	Reading aloud simple sentences consistent with phonics (applying at least 10 digraphs)	
	Introduce common exception words appropriate to the chosen phonics scheme.				Read common exception words matched to RWI	
	ELG 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.					
Literacy Reading (comprehension)	Listen to stories and join in with repetitive refrains. Recall and discuss stories or information (non-fiction) that has been read to them.	Use vocabulary and forms of speech that are increasingly influenced by their experience of books.	Describe settings, events and principal characters with increasing detail. Develop inference skills for books that have been read to them.	Once some degree of fluency has been established at a stage appropriate level, begin to discuss what they have read.	Develop inference skills for books that they have read themselves.	
	ELG Comprehension Retell 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.					

Literacy Writing	Begin to use correct letter formation for lowercase letters, in line with RWI and for name writing <i>(see Physical Development for pencil grip, sitting correctly at the table etc.)</i>	Continue to consolidate letter formation for lowercase letters for all letters of the alphabet by the end of the term	Awareness of capital letters Size of writing/orientation Writing level on a line Ascenders and descenders	Introduce capital letters at the beginning of sentences – size key Consolidating ascenders and descenders	Form lower case and capital letters correctly with correct formation Introduce writing on handwriting lined paper and positioning letters and letter size ready for Year 1	
	Orally segment cvc words	Spell cvc words with Set 1 sounds and orally segment words with appropriate digraphs	Spell words containing Set 1 and 2 sounds as appropriate	Apply Set 1 & 2 sounds for child initiated phonetically plausible attempts. Spell words with initial/end blends.	Spell words by identifying the sounds and then writing the sound with letter/s.	
	Write words containing Set 1 sounds	Write words and phrases using Set 1 sounds, including Set 1 digraphs Introduce finger spaces for captions	Write short sentences with words with known sound-letter correspondences (Set 1 and 2 sounds) Introduce finger spaces for short sentences	Write short sentences, starting to use capital letters and full stops with words with known sound-letter correspondences	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Clear finger spaces	
		Introduce common exception words appropriate to the chosen phonics scheme.			Write some common exception words linked to your phonics scheme.	
	Verbally say a sentence	Recording Letter strings	Plan and say a sentence. Attempt recording in writing, including some correct sound choices	Plan and say a grammatically correct sentence	Being able to reread their own work and check it makes sense	
	ELG for 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.					

Mathematics

Progression based on <https://www.ncetm.org.uk/in-the-classroom/early-years/>

Cardinality and Counting					
Counting forwards to 10	Counting forwards and backwards to 10	Counting forwards beyond 10	Counting forwards and backwards beyond 10	Counting forwards and backwards to 20	
Recognising and ordering numerals to 5	Recognising and ordering numerals to 10	Consolidating recognition and ordering of numerals to 10	Recognising and ordering numerals to 20.	Recognising and ordering numerals to 20 and beyond	
1:1 correspondence - counting objects, actions and sounds to 5 – tagging each object/thing with one number	1:1 correspondence - counting objects, actions and sounds to 10 – tagging each object/thing with one number	Consolidate 1:1 correspondence - counting objects, actions and sounds to 10 – tagging each object/thing with one number	1:1 correspondence - counting objects, actions and sounds to 10 and beyond – tagging each object/thing with one number	1:1 correspondence - counting objects, actions and sounds to 10 and beyond – tagging each object/thing with one number	1:1 correspondence - counting objects, actions and sounds to 20 – tagging each object/thing with one number
Knowing the last number counted gives the total (up to 5).	Knowing the last number counted gives the total (up to 10)	Knowing the last number counted gives the total (up to 10)	Knowing the last number counted gives the total (up to 20)	Knowing the last number counted gives the total (up to 20)	
<u>Subitising</u> Recognise small quantities without needing to count them – up to 3	<u>Subitising</u> Recognise small quantities without needing to count them – up to 5	<u>Subitising</u> Recognise small quantities without needing to count them – up to 10	<u>Subitising</u> Consolidation of recognising small quantities without needing to count them – up to 10	<u>Subitising</u> Consolidation of recognising small quantities without needing to count them – up to 10	
Explore numeral meanings within 5	Explore numeral meanings within 10	Further explore numeral meanings within 10	Explore numeral meanings within 20	Further explore and consolidate numeral meanings within 20	
Conservation: Know the numbers do not change even if rearranged (up to 5)	Conservation: Know the numbers do not change even if rearranged (up to 10)	Conservation: Know the numbers do not change even if rearranged (beyond 10)			

Comparison					
Comparing quantities to 5 using language of more than/less than/same as/equal to.	Identify groups with the same number of things within 5	Compare numbers and reasoning, e.g. sharing fairly, compare numbers far apart or close together (within 10)	Know the one more/one less relationship between counting numbers to 10	Calculate 1 more than/less than between consecutive numbers to 10. Comparing quantities to 10 using language of more than, less than, fewer, same as, equal to.	
Composition					
Part-whole: Identifying smaller numbers within a number (within 5)	Part-whole: Identifying smaller numbers within a number (within 10)				
	Inverse operations: Partition a number of things into two groups, and to recognise that those groups can be recombined to make the same total (within 10)	Partition numbers within 10 into 2 other number pairs	Partition numbers within 10 into 2 or more other number groups		
	Using the language of addition and subtraction through play.	Number bonds: know which pairs make a given number (within 5)	Number bonds up to 5 and some number bonds to 10 including some double facts.	Automatically recall number bonds for numbers 0-10.	
Pattern					
Continue an AB pattern Copy an AB pattern Make their own	Spot an error in an AB pattern Identifying the unit of repeat, e.g. "that's a red blue pattern"	Continue an ABC pattern Continue a pattern which ends mid unit Make their own ABB / ABBC patterns Spot an error in an ABB pattern	Symbolise a unit structure, e.g. use colours to represent a toy pattern of dinosaurs Generalising structures to another context or mode, e.g. see a pattern using coloured shapes and use a nature basket to create the same type of pattern	Make patterns which repeat around a circle Make a pattern around a border with a fixed number of spaces Pattern spotting around us	

Shape and Space				
Develop spatial awareness and spatial vocabulary	Develop shape awareness through construction	Identify similarities between shapes	Show an awareness of the properties of shape	Describe the properties of shapes
Representing spatial awareness in play	Name common 2D shapes			Develop an awareness of the relationship between shapes, e.g. properties and links between 2D and 3D
Measure				
Use the language of measure in everyday play	Children compare sizes, lengths, weights and capacities verbally and begin to use more specific terms, such as 'taller than', 'heavier than', 'lighter than', and 'holds more than', as well as more general comparative phrases, such as 'not enough', 'too much', and 'a lot more'	Comparing indirectly: children can then move on to using one thing to compare with two others, if, for example, asked to put things in order of height, weight or capacity. Recognise the relationship between the size and the number of units	Begin to use units to compare things Begin to use time to sequence events Begin to experience specific time durations	
<p>ELG: Number Children at the expected level of development will: 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.</p> <p>ELG: Numerical Patterns Children at the expected level of development will: 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.</p>				

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the World</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Past and Present</p>	<p>Talk about themselves and their immediate families.</p> <p>Talk about past events that they have experienced e.g. nursery, visits at the weekend, holidays they have enjoyed.</p> <p>Listen to stories about fictional and non-fictional characters from the past and present.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Know that they have changed over time and that in the past, their needs were different.</p> <p>Recognise that some things have changed over time. Look at and discuss pictures/ photos showing familiar places, objects, machines, clothing taken in the past.</p> <p>Know that some important events happened in the past e.g. man walking on the moon, WW2, building of Stonehenge or the pyramids, sinking of the Titanic, extinction of the dinosaurs.</p>	<p>Identify some of the features of people’s lives and experiences in the past and compare them with the present.</p> <p>Know some of the ways that they can find out about the past.</p> <p>Develop a sense of chronology; a long time ago, not so long ago, the present.</p> <p>Develop historical narrative competence. Use the correct tense and vocabulary associated with the past, present and future.</p>
	<p><u>ELG: Past and Present</u></p> <p>Children at the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the World</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">People, Culture and Communities</p>	<p>Enjoy participating in celebrations which are part of their own culture e.g. Christmas, Diwali.</p> <p>Talk about some of the features that characterise important celebrations linked to their own culture.</p> <p>Recognise how other families and cultures celebrate events and festivals</p> <p>Know that people have different beliefs.</p> <p>Understand that a church is a special place to Christians.</p> <p>Know the name of towns and villages that are of immediate importance to them.</p>	<p>Talk about their immediate community e.g. their experiences of going to places locally, people who work locally such as police officers and fire crew, how people behave in situations such as being quiet in a church, how people travel etc.</p> <p>Know that not all families are the same.</p> <p>Know the name of the country that they live in, recognise and name the Union Jack flag and recognise the prime minister and the Queen.</p> <p>Know that there are other countries in the world.</p> <p>Record and discuss a route travelled and some of the features that they saw.</p> <p>Identify if features in their environment are natural or manmade.</p>	<p>Know about different jobs within their community and explain why these jobs are important.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Know that there are different religions and the people who follow these religions have special places of worship.</p>
	<p><u>ELG: People, Culture and Communities</u></p> <p>Children at the expected level of development will:</p> <p>Describe their 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 their 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 style="text-align: center;">Understanding the World</p> <p style="text-align: center;">The Natural World</p>	<p>Identify the changes that take place in the natural world in the autumn.</p> <p>Know that the seasons change and that this affects the natural world.</p> <p>Observe and interact with natural processes.</p> <p>Know how the changing seasons affects their own behaviour, experiences and needs e.g. longer nights, needing to wear warmer clothing, turning on the heating.</p> <p>Know the names of common natural and man-made materials.</p>	<p>Identify the features in the natural world of winter and spring.</p> <p>Know the importance of caring for the world around them and practical ways that they can do this.</p> <p>Observe, describe and notice changes over time.</p> <p>Contribute to the planning of scientific investigations and experiments, including exploring states of matter.</p> <p>Say what they see, hear and feel whilst outside.</p> <p>Recognise that some environments are very different to the one in which they live.</p> <p>Identify some of the characteristics and uses of common natural and man-made materials.</p> <p>Understand the meaning of natural and man-made. Begin to identify if a material is natural or man-made.</p>	<p>Make close observations.</p> <p>Know the names of different common plants and animals.</p> <p>Know the main parts of a plant, drawing the roots, stem, petals, leaves.</p> <p>Know the growing conditions needed for effective plant growth.</p> <p>Know what some animals eat.</p> <p>Know the lifecycle of some animals.</p> <p>Make some suggestions about how a scientific investigation or experiment could be conducted.</p> <p>Make simple predictions and say whether the results are what they expected.</p> <p>Know the name and sequence of the 4 seasons.</p> <p>Understand the effect of the changing seasons on the natural world around them.</p>
	<p>ELG: The Natural World</p> <p>Children at the expected level of development will:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>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</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		

<p style="text-align: center;">Expressive Arts and Design</p> <p style="text-align: center;">Creating with materials</p>	<p>Experiment and build models using larger blocks/loose parts by stacking vertically and horizontally</p> <p>Create and make up songs and dances in play, either individually or in small groups</p> <p>Say whether they enjoyed/disliked working with different tools and media</p> <p>Explore sculpture with a range of malleable materials</p> <p>Hold a paintbrush correctly</p> <p>Explore paint with different consistencies, e.g. watercolour, with additives such as sand and soap (e.g. soap flakes)</p> <p>Explore different artistic effects, e.g. painting, sculpting, and crafting, to express their ideas and feelings.</p> <p>Use a mark making implement to create their own artwork, exploring different surfaces and textures.</p> <p>Explore colour in painting and drawing, accurately naming the colours</p> <p>Make simple pictures by printing with objects, fingers, hands.</p> <p>Use stencils to create pictures</p>	<p>Experiment and build models using smaller blocks, to build a stable structure to express their ideas</p> <p>Create and make up songs and dances when playing in small groups, performing where necessary.</p> <p>Say what they have done when working on their own artwork and constructions</p> <p>Learn skills for sculpting such as rolling, pinching, squeezing and pulling, to express their ideas and feelings.</p> <p>Learn to use a paintbrush to create different brush strokes</p> <p>Use junk modelling materials in a planned way</p> <p>Look at artists work, making links to their own experiences</p> <p>Comparing indirectly: children can then move on to using one thing to compare with two others, if, for example, asked to put things in order of height, weight or capacity.</p> <p>Paint by mixing colours together, identifying hot and cold colours</p>	<p>Using their increasing knowledge, create models using materials, blocks and tools to create different types of structures in order to express their ideas</p> <p>Create and make up songs and dances when playing in a group, performing what they create to others.</p> <p>Identify skills/concepts they found challenging and how they tried to overcome these</p> <p>Learn to carve with clay and join pieces together to express their ideas and feelings.</p> <p>Use a range of brush strokes and choose when to use them appropriately.</p> <p>Look at artists work and express opinions, making links to their own experiences. Begin to understand that there are no right or wrong answers.</p> <p>Use their knowledge of different artist's work to inspire their own creations</p> <p>Work in groups to make something, in order to allow for creative collaboration, sharing ideas, resources and skills.</p>
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	<p>Exploring construction materials independently and with adult support. Learn to work safely with a range of tools (e.g. hole-punch)</p> <p>Explore mixing materials (e.g. clay with sticks)</p> <p>Enjoy playing with a range of fabrics and textiles Decorate a piece of fabric</p> <p>Work from imagination</p>	<p>Explore relief printing in sand, clay and playdough</p> <p>Plan with an adult to use materials to then construct with more independence</p> <p>Arrange and glue materials to different background (e.g. fabric to wooden spoons to make characters)</p>	<p>Paint by mixing colours, knowing primary and secondary colours (introducing a colour wheel)</p> <p>Make rubbings from different textured surfaces</p> <p>Plan and use construction materials and tools to use and create independently</p> <p>Make choices about the materials they use when constructing and creating artwork</p> <p>Experience simple weaving, e.g. paper, twigs, thread</p>
<p><u>ELG: Creating with Materials</u> Children at the expected level of development will: 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.</p>			
<p>Expressive Arts and Design</p> <p>Being Imaginative and Expressive</p>	<p>Sing familiar songs and rhymes in a group and begin to learn new songs together</p> <p>Listen and respond to music by moving their bodies</p> <p>Explore musical instruments, naming them and their how to use it – individually and in groups</p> <p>Play with others, taking on a familiar role – using their experiences and known stories.</p>	<p>Learn new (and familiar) songs to perform in a group, increasingly matching the pitch</p> <p>Listen to music and express how it makes them feel and ways it makes them want to move</p> <p>Follow instructions to play an instrument in a particular way – as a group</p> <p>Play with others, taking on a role and developing the storyline in their pretend play, drawing upon own experiences and known stories.</p>	<p>Learn (new songs and familiar) to perform in a group or individually, increasingly matching the pitch and following the melody</p> <p>Listen to music, discuss and plan ways to move in response to what they hear, watching and reviewing each other’s movements/dance</p> <p>Create their own music using instruments for their own creative purpose – individually or in groups</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</p>
<p><u>ELG: Being Imaginative and Expressive</u> Children at the expected level of development will: 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.</p>			

	Autumn	Spring	Summer
Computing	<p>Explore ideas using digital sources, e.g. internet, photos</p> <p>Exploring technology toys</p> <p>Explore and play with programming toys (e.g. BeeBots)</p>	<p>Experience drawing and mark making using digital media</p> <p>Record visual information using cameras</p> <p>Use programmable toys with a greater degree of planning and control</p> <p>Know how technology is used in school and at home</p>	<p>Record visual information using videos</p> <p>Play with remote control vehicles to navigate them around an area</p> <p>Make suggestions for how to use technology to support their learning</p>