
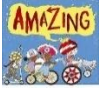





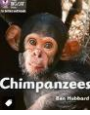






St Bernadette's Catholic Primary School Reception Sequenced Curriculum

Yearly Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education Directory	Branch One-Creation and Covenant	Branch Two- Prophecy and Promise	Branch Three- Galilee to Jerusalem	Branch Four- Desert to Garden	Branch Five- To the Ends of the Earth	Branch Six-Dialogue and Encounter
English Curriculum Topics	Me and my Friends	Autumn	Animals in Winter	Wonderful Water/Rainforest	Lifecycles	Journeys
Quality Text to Support English Curriculum:	 	 	 	 	 	 
Quality Text:	Meddour-The Friendship Bench Antony-Amazing	Hemming-The Leaf Thief xx- The Little Red Hen	Davies-The Storm Whale in Winter Williams-Hello Penguin	Jaffari & Kohdai- The Elephant's Umbrella Hubbard- Chimpanzees	Donaldson-The Woolly Bear Caterpillar National Geographic Kids- Seed to Plant	Smith- Hundred Decker Bus Roberts-Somebody Swallowed Stanley
Linked Texts Fiction Non-Fiction Poetry/Rhyme	My Hair- Lee What Happened to You?- Catchpole Different Families- Higgins Happy in our Skin- Manushkin	The Gruffalo The Gingerbread Man Leaf Man Owl Babies- Waddell After the Storm- Butterworth The Very Helpful Hedgehog- Wellesley Owls in the Night- Baker (Big Cat) What Can You See in Autumn? Smith What's Inside?- Hughes Autumn is Here- Pross Grey	Godilocks I Can Fly- Kuo And Tango Makes Three- Richardson The Whale Who Wanted More- Brights The Unexpected Visitor- Courtney-Tickle Penguins- Davidson (Usborne First Reading) Storms- Baker Whales- Marshall Pet Cat, Big Cat- Hawes How Long is a Whale- Lementani Hello Mr Whale - Boughton	Hello Mrs Elephant- Boughton Arlo- Raynor Augustus and His Smile - Rayner Rumble in the Jungle- Andraea Leap Frog- Clarke Along the Tapajos- Bilela Meerkats- National Geo Kids A Zebra's Day- National Geo Kids Lions- National Geo Kids We're Roaming in the Rainforest- Krebs Hang on Monkey- Nat Geo Kids	Christopher's Caterpillars- Middleton It Fell From the Sky- Fan Gozzle- Donaldson The Enormous Turnip Jack and the Beanstalk Oliver's Vegetables- French Seeds- Townsend What's Inside- Hughes Lift and Look- Cottingham Caterpillar to Butterfly- American Museum of Natural History Nature Train- Zephaniah Caterpillar to Butterfly- National Geographic L1	The Hundred Decker Rocket- Smith You Can't Take an Elephant on a Bus- Cleveland- Peck Martha Maps it Out- Hodgkinson Somebody Crunched Colin- Roberts Michael Recycle- Bethel My Big Book of Transport- Butterfield Maps- Wallace (Big Cat Collins) Wheels on the Bus- Blackstone (Barefoot Books) New from Old- Recycling Plastic- Robinson

Maths Curriculum	Autumn		Spring		Summer	
<p><i>Taken from White Rose Maths</i></p> <p><i>See also NCETM Mastering Number</i></p>	<p>Mastering Number (Daily) White Rose Maths Sequence Numerical Pattern/Number: to 5. Key skills - subitising, counting, composition, sorting & matching, comparing & ordering. Counting to 5 and back again. Explore number bonds to 5. 1 more/less. Shape Space and Measure: Using vocabulary of... Sort, Match & discuss – combining shapes 2D Shape- Name, select, rotate & manipulate. Pattern (Continue, copy and create AB pattern). Position – to find/hidden objects. Order 2-3 items by length, mass, capacity. Time – Sequence events- Night and Day</p>		<p>Mastering Number (Daily) White Rose Maths Sequence Numerical Pattern/Number: 0, 6 to 10. Develop key Skills Counting to 10 and back again. Subitising & number bonds to 5. Comparing numbers to 5 & composition Pairs Combining 2 groups Bonds to 10 Shape Space and Measure: Using vocabulary of... 3D Shape – naming, sorting & grouping. Pattern – more complex patterns Length – Use tools to measure. Capacity - Half full, nearly full/empty. Mass- Balancing weights. Time – Sequence events, yesterday, today, tomorrow, days of the week & 1 minute timer</p>		<p>Mastering Number (Daily) White Rose Maths Sequence Numerical Pattern/Number: to 20. Consolidate key skills. Automatically recall number bonds to 5. Adding more & Taking Away- First, Then Now Doubling, Sharing & Grouping Even & Odd Build numbers and count patterns beyond 10. Shape Space and Measure: Using vocabulary of... Shape – matching, combining, and separating to create shape arrangements. Pattern – Create ABBC pattern. Position – To describe where object are & create identical constructions/arrangements. Time – Measure and compare short periods of time.</p>	
<p>PSHE/RSHE</p>	<p>5 Ways of Well being Connect</p> <p>SCARF- Me and My Relationships <i>All about me</i> <i>What makes me special</i> <i>Who can help me?</i> <i>Feelings</i></p> <p>To Choose What I Like <i>'You Choose' by Nick Sharratt and Pippa Goodheart</i></p>	<p>5 Ways of Well being Be Active</p> <p>SCARF: Valuing Difference <i>Same and different</i> <i>Same and different families</i> <i>Same and different homes</i></p> <p>Social and Emotional – JIL</p> <p>It's OK to like different things <i>'Red Rockets and Rainbow Jelly' by Sue Heap and Nick Sharratt</i></p>	<p>5 Ways of Well being Take Notice</p> <p>SCARF- Keeping Safe <i>What's safe to go on my body</i> <i>What's safe to go into my body (including medicines)</i> <i>Safe indoors and outdoors</i> <i>Listening to my feelings</i></p> <p>Spiritual – JIL</p> <p>To say hello <i>'Hello Hello' by Brendan Wenze</i></p>	<p>5 Ways of Well being Keep Learning</p> <p>SCARF- Rights and Respect <i>Looking after money (1)- recognising, spending and using</i> <i>Looking after money (2)- saving money and keeping it safe</i> <i>Looking after my special people (link with being helpful at home)</i></p> <p>All families are different. <i>'The Family Book' by Todd Parr</i></p>	<p>5 Ways of Well being Give</p> <p>SCARF- Being my Best <i>Bouncing back</i> <i>Yes, I can</i> <i>Healthy eating</i></p> <p>To Celebrate my Family <i>'Mommy, Mama and me' by Leaslea Newman, Carol Thompson</i></p>	<p>SCARF- Growing and Changing <i>Getting bigger</i> <i>Me and my body</i></p> <p>Physical – JIL</p> <p>To make a new friend <i>'Blue Chameleon' by Emily Gravett</i></p>
<p>P.E.</p>	<p>Introduction to PE: Unit 1 Fundamentals: Unit 1 CP Motor Skills</p>	<p>Introduction to PE: Unit 2 Fundamentals : Unit 2 CP Motor Skills</p>	<p>Gymnastics: Unit 1 Dance : Unit 1 CP Motor Skills</p>	<p>Games: Unit 1 Gymnastics: Unit 2 CP Motor Skills</p>	<p>Ball Skills: Unit 1 Athletics CP Motor Skills</p>	<p>Games: Unit 2 Sports Day Skills CP Motor Skills</p>
<p>Music</p>	<p><i>Children to access singing and musical opportunities on a daily basis. Music to interweave through all areas of learning and development both indoors and outdoors and linked to topics. Throughout the year, build upon the 4 aspects of musical learning and development: Hearing and Listening, Singing and Vocalising, Moving and Dancing, Exploring and Playing.</i></p>					

Online Safety	Project Evolve: Digital Literacy Strand: Self-image and identity (1 objective)	Project Evolve: Digital Literacy Strand: Online relationships (2 objs)	Project Evolve: Digital Literacy Strand: Online reputation (1 obj)	Project Evolve: Digital Literacy Strand: Online bullying (2 obj)	Project Evolve: Digital Literacy Strand: Managing online information (2 obj)	Project Evolve: Digital Literacy Strand: Health, well-being and lifestyle (2 obj) Project Evolve: Digital Literacy Strand: Privacy and security (2 obj) Project Evolve: Digital Literacy Strand: Copyright and ownership (2 obj)
Computing	<p>Systems- Technology around us</p> <p>1. Technology hunt (photos of tech used in school and labelled in Book Creator app)</p> <p>2. Use a computer (laptops with support available)</p> <p>Data</p> <p>2. JIT5 (simple pictograms / word processing / digital art - CT to choose most appropriate linked to topic)</p>		<p>Creative- Music Creation</p> <p>iLearn 2 early music creation (5 interactive activities)</p>		<p>Programming</p> <p>Getting Ready for Programming- Human Robots</p>	
Art	<p>How can we explore colour?</p> <p>Focus Artist: Julian Opie</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> • Printing emotions with string • Collecting, arranging, drawing 	<p>How can we explore materials and marks?</p> <p>Focus Artist: Andy Goldsworthy- Transient Art</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> • Transforming Objects • Night Time Collage 	<p>How can we use our imaginations?</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> • Imaginary Landscapes • Let's start with collage 	<p>How can we use our bodies to make art?</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> • Movement maps • Hands, feet and flowers • Shelters 	<p>How can we build worlds?</p> <p><u>Activities</u></p> <p>Fruit and Faces-</p> <p>Focus Artist: Arcimboldo</p>	<p>How can we explore 3D materials?</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> • Cardboard creations • Clay play • Junk modelling
DT	<p>Outcome: To create a 3D Christmas tree decoration.</p> <p>Key Areas for Knowledge and Skills</p> <p>Development: Materials</p>		<p>Outcome: To create a shelter for a toy animal.</p> <p>Key Areas for Knowledge and Skills</p> <p>Development: Construction/Structures</p>		<p>Outcome: To create a fruit face.</p> <p>Key Areas for Knowledge and Skills</p> <p>Development: Food Technology (Preparing fruit).</p>	

Historical Concepts linked to Texts/ Current Events	Me and My Family Continuity & Change, Changes within living memory Black History Month - October – significant person - Floella Benjamin (Windrush) Significance, Lives of significant individuals within children's interests/familiarity	<u>Where the poppies now grow</u> Cause & consequence, Events beyond living memory (nationally) <u>The Nativity</u> – Significance, Lives of significant individuals	Passage of time and seasonal changes	Continuity & Change Changes within living memory	<u>The Woolly Bear Caterpillar</u> -_Continuity & Change Changes within living memory	Journeys- old forms of transport
Geographical Concepts linked to Texts/ Current Events	Amazing - Cultural awareness & diversity <u>The Friendship Bench</u> – Place, Space, Scale, Environment (physical & human processes)	<u>The Leaf Thief</u> - Environment (physical & human processes) <u>The Little Red Hen</u> - (<u>The Nativity</u> - Cultural awareness & diversity, Environment (physical & human processes), Interconnections)	<u>Storm Whale in Winter Hello Penguin</u> – Place, Space, Scale, Environment (physical & human processes)	<u>The Elephant's UMBERELLA Chimpanzees</u> Rainforests Environment_(physical & human processes) Geographical Features- weather	<u>Seed to Plant</u>	<u>Someone Swallowed Stanley</u> – Place, Space, Scale, Environmental Impact and sustainability <u>Hundred Decker Bus</u> Journeys, holidays, geo features of different places, maps
Scientific Concepts linked to Texts/ Current Events	Weather Day and Night Lights and Shadows	Baking bread Autumn- Nocturnal Animals	Freezing and Melting	Animals' Habitats	Life Cycles/Plants My senses Floating and sinking Recycling	Pollution, oceans, animals
Occupations Study (P&C)	People in school Doctors, nurses, dentists etc	Baker Shop Keeper	Fisherman	Vets Zoo Keepers	Bee Keepers Farmers Gardeners <i>Shevington in Bloom?</i>	Emergency Services Buses and Transport
Trips, Visitors and Enrichments	Wildlife Watch - Feeding the birds	Bread making Church visit to celebrate Christmas Christmas dinner	Penguin webcam	Vet visit- making links with occupations	Caterpillar care Plant growing Curious Critters	Emergency Services, Blue Planet Aquarium or Imagine That!-
Celebrations Festivals and Special Events	Black History Month 1-31/10	Guy Fawkes Day 05/11 Remembrance Day: 11/11 (Book-'Where the Poppies Now Grow') Diwali (Hindu) 08/11 Hannukah (Jewish: 4-12/12) Birthdays / Christmas: 25/12 New Year's Eve 31/12	New Years Day 01/01 St. Valentine's Day 14/02 Chinese New Year: 6/02 Shrove Tuesday 9/02 Ash Wednesday 10/02	World Book Day: 04/03 Mother's Day 7/03 Eid al-Fitr 09-10/03 Palm Sunday 21/03 Good Friday 26/03 Easter Sunday 28/03 St George's Day- 23/04	Mental Health Awareness Week: 10-16/05 Eid al-Adha- 15/05	Father's Day 20/06

Sequenced curriculum planning to ensure all children make progress and are ready for the next stage of their education.

St Bernadette's Catholic Primary School

Progression Steps for Autumn, Spring and Summer

The following Progression Steps are used as both a planning and assessment tool. They give a measure of what pupil's should be achieving at each stage of the year if they are "on track" to reach the Early Learning Goals. The steps are based on Development Matters 2021 as well as school outcomes. As well as this, they are based on progression steps for Sounds-Write and Mathematics based on the teaching scheme outcomes.

The Progression Steps should be used as a broad basis by which to plan and assess. They are not a "tick list" for individual children.

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

Autumn	Spring	Summer
<p>Learning Priorities: Linked to Development Matters 2021</p>		
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Understand a question or instruction that has two parts <ul style="list-style-type: none"> ○ Daily routines e.g. tidy up time, challenges... instruction • Understand ‘why’ questions <ul style="list-style-type: none"> ○ Why do you think he/she feels...? • Understand how to listen carefully and why listening is important • Learn new vocabulary linked to daily routine / theme <ul style="list-style-type: none"> ○ See UW: □Magnificent Me! □Celebrate! • Begin to engage in story time <ul style="list-style-type: none"> ○ Join in with repeated refrains / fill in rhyming words • Listen to and begin to talk about stories to build familiarity and understanding <ul style="list-style-type: none"> ○ Discuss characters, events, setting ... character, happened • Listen carefully to rhymes and songs and begin to pay attention to how they sound <ul style="list-style-type: none"> ○ Learn rhymes, songs & poems ○ Anticipate words, begin to adapt phrases (with support) <p>Speaking</p> <ul style="list-style-type: none"> • Use new vocabulary throughout the day • Begin to ask questions to find out more and to check they understand what has been said to them <ul style="list-style-type: none"> ○ Model & encourage questions after instructions • Begin to articulate their ideas and thoughts in well-formed sentence <ul style="list-style-type: none"> ○ Express □ Ideas to friends □ Book talk • Begin to connect one idea or action to another using a range of connectives... because, although, but.. • Begin to describe events in some detail • Develop social phrases <ul style="list-style-type: none"> ○ Routines of the day ... greetings, How are you? ○ Friendship ... Would you like to...? • Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words <ul style="list-style-type: none"> ○ Focused & linked texts – within small world / role play 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Listen carefully to and learn rhymes, poems and songs • Listen to and talk about stories to build familiarity and understanding • Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary • Begin to understand humour e.g. nonsense rhymes / jokes <p>Speaking</p> <ul style="list-style-type: none"> • Use new vocabulary in different contexts • Ask questions to find out more and to check they understand what has been said to them • Articulate their ideas & thoughts in well-formed sentence • Connect one idea or action to another using a range of connectives • Describe events in some detail • Use talk to help work out problems, organise thinking & activities explain how things work/why things happen • Develop and use social phrases with confidence • Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • 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. • Understand humour more readily e.g. nonsense rhymes/jokes <p>Speaking</p> <ul style="list-style-type: none"> • 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.

Communication and Language

Listening, Attention and Understanding ELG

Children at the expected level of development will:

- 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.

Speaking ELG

Children at the expected level of development will:

- 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.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

Educational Programme: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn	Spring	Summer
<p>Learning Priorities: Linked to Development Matters 2021</p>		
<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... fair, agree, turns, together, share <ul style="list-style-type: none"> ○ How to compromise and negotiate to solve problems ○ Use □ book talk □ puppets □ real life experiences ▪ Begin to express feelings and consider the feelings of others <ul style="list-style-type: none"> ○ Identify/name emotions ... emotion, lonely, sad, happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited ○ Link book character’s emotion to own experiences ... expression, mood, feeling/emotion ▪ Begin to set own goals and show resilience and perseverance in the face of challenge <ul style="list-style-type: none"> ○ Set a shared goal with a friend ▪ Begin to identify and moderate own feelings socially and Emotionally. Focus on □ keeping calm □ being patient □ waiting for a turn □ sharing □ tidying up after themselves <p>Managing Self</p> <ul style="list-style-type: none"> ▪ Manage own self-care needs ... <i>fasten</i> <ul style="list-style-type: none"> ○ Independent use of □ zips □ buttons □ coats □ shoes ▪ Develop confidence to try new activities and show independence <ul style="list-style-type: none"> ○ Access all types of enhancements (indoors & outdoors) ▪ Know and begin to talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ○ Toothbrushing – importance and how ... clean, decay ○ Talk about importance of daily exercise and healthy eating... <i>exercise, healthy / unhealthy, heartbeat, fit</i> <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ Begin to see self as a valuable individual <ul style="list-style-type: none"> ○ Describe self, positively ... proud, special, love (use books: ‘Henn–All Kinds of Families’, ‘Happy in Our Skin’ & ‘My Hair’) ▪ Begin to build constructive and respectful relationships <ul style="list-style-type: none"> ○ Use social language to develop friendships see CL <p>SCARF Curriculum</p> <ul style="list-style-type: none"> ○ Recognise, celebrate and be sensitive to the differences of others ○ Name people who help me and describe ways to help others ○ Talk about feelings and what can cause them ○ Tell you which trusted adults I can ask for help. ○ Talk about family life ○ Listen, be polite, kind and caring to others. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Express feelings and consider the feelings of others ▪ Set own goals and show resilience and perseverance in the face of challenge ▪ Identify and moderate own feelings socially and emotionally ▪ Think about the perspectives of others <p>Managing Self</p> <ul style="list-style-type: none"> ▪ Manage own self-care needs ▪ Know and talk about the different factors that support their overall health and wellbeing: □ sensible amounts of ‘screen time’ □ having a good sleep routine (PSHE) <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ See self as a valuable individual ▪ Build constructive and respectful relationships <p>SCARF Curriculum</p> <ul style="list-style-type: none"> • Tell you what is needed for bodies to stay healthy • Make safe decisions around medicines and things I don’t know • Name some things that can be dangerous • Online safety • Name trusted adults 	<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly ▪ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate ▪ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> ▪ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge ▪ Explain the reasons for rules, know right from wrong and try to behave accordingly ▪ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</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. ▪ Continue to see self as a valuable individual <p>SCARF Curriculum</p> <ul style="list-style-type: none"> • Keep trying if the way I choose doesn’t work • Calk about different feelings • Have a go at something new • Make healthy food, sleep and exercise choices • Describe the life cycle of an animal • Describe how a baby grows into an adult and what they might need • Tell you about how babies are made • Tell you scientific names for body parts • Tell you the PANTS Rule

Personal, Social and Emotional Development

Self-Regulation ELG

Children at the expected level of development will:

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

Managing Self ELG

Children at the expected level of development will:

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

Building Relationships ELG

Children at the expected level of development will:

- 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.

PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

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

Autumn	Spring	Summer
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Learning Priorities: Linked to Development Matters 2021

<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping – running,- hopping - skipping – climbing <ul style="list-style-type: none"> ▪ Engage in and develop confidence in actions ▪ Begin to develop overall body-strength, balance, co-ordination and agility. <ul style="list-style-type: none"> ▪ Use above actions, within obstacle courses ... <i>balance, obstacle, spatial, prepositions</i> ▪ Set own physical challenge ... <i>challenge, goal</i> ▪ Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... <i>straight, upright, flat</i> ▪ Begin to combine different movements with ease and fluency <ul style="list-style-type: none"> ▪ See above obstacle course ▪ Change movements / directions quickly ▪ Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group <ul style="list-style-type: none"> ▪ Understand rules and reasons ▪ Further develop and refine a range of ball skills including: throwing, catching, kicking <ul style="list-style-type: none"> ▪ Use different sizes / types of balls – in pairs ▪ Further develop the skills they need to manage the school day successfully: □ lining up and queuing □ mealtimes □ personal hygiene <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ Use a comfortable grip with good control when holding pens and pencils▪ Consolidate tripod grip ▪ Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons <ul style="list-style-type: none"> ▪ Ensure regular engagement and develop confidence in use of tools... <i>grip, steady, snip, twist, curve, straight</i> 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ Continue to refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing ▪ Begin to progress towards a more fluent style of moving, with developing control and grace ▪ Develop overall body-strength, balance, co-ordination and agility. ▪ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ▪ Combine different movements with ease and fluency ▪ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group ▪ Further develop and refine a range of ball skills including: passing, batting and aiming <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons ▪ Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: <ul style="list-style-type: none"> - Effective pencil grip - Correct letter formation (see Writing) 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ 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>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases ▪ Use a range of small tools, including scissors, paint brushes and cutlery ▪ Begin to show accuracy and care when drawing.
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Physical Development

Gross Motor Skills ELG

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.

Fine Motor Skills ELG

Children at the expected level of development will:

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

LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Autumn**Spring****Summer**

Learning Priorities: Linked to Development Matters 2021

Reading: Comprehension / Word Reading

- Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.

Recall key events ... event

Talk about main characters... character, beginning, middle, end

- Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Understand the five key concepts about print, with a focus on Left to right

correspondence ... word, letter, first / last

- Continue to develop phonological awareness, focusing on Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ... blending, segmenting

- Read individual letters by saying the sounds for them,

Read th, ng, wh, qu, tch, ve

- Blend sounds into words, so that they can read short words made up of known GPCs

□ VC words □ CVC words

- Begin to read a few common exception words matched to the school's phonic programme- the, I, for, of, was
- Begin to read simple phrases / sentences
- Read guided reading books aligned to phonic knowledge

Writing:

- Write name correctly

Use correct letter formation

- Use some of their print and letter knowledge in their early writing

- Begin to form lower-case letters correctly

- Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs

Use □ initial sounds □ VC □ CVC words

Write labels

- Begin to write lists & captions, focusing on ...label, caption, space

Oral rehearsal / vocabulary

- Begin to reread what they have written

Reading: Comprehension / Word Reading

- Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes

and poems and during role play...fiction, non-fiction, set

- Retell story in small world / role play (in correct sequence)...*beginning, middle, end, setting*
- Take on role of character using some story language
- Talk about likes and dislikes of texts, rhymes and poems
- Choose a book and begin to explain why ...*because*

- Begin to anticipate - where appropriate - some key events in

stories ...*predict / prediction*

- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment

- Continue to develop phonological awareness, focusing on

- Oral blending and segmenting

- Say the sound for:

- All Initial Code Units 1-7
- Plus ff, ss, ll, zz, sh, ch

- Begin to read words consistent with their phonic knowledge

□ CVC/VCC/CVCC/CCVCC?/CCVC words

- Read some common exception words matched to the school's phonic programme

- To, are, all, come, some (plus see Autumn words)

- Read simple phrases / sentences

- Read red guided reading books aligned to phonic knowledge

Writing:

- Form most lower-case and capital letter correctly

- Spell words by identifying the sounds and then writing the sound

with letter/s, using taught CVC words

- Write captions/phrases and begin to write simple

sentences, showing awareness of full stop, capital letter

Reading: Comprehension / Word Reading

- Continue to develop phonological awareness

Oral blending and segmenting

- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...sequence

- 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.

Begin to notice some relationships between one text and another

Begin to comment on perceived links with own life experience or other experiences, e.g. films, books

- Say the sound for pure sounds and for 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 phonics knowledge, including some common exception words: they, all, are, my, her (plus see Autumn/Spring words)

Writing:

- Write recognisable letters (lower case and capital) most of which are formed correctly

- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs

CVC words

- Write simple phrases and sentences that can be read by others

Including: □ oral rehearsal of sentence before writing □

word spacing □ full stop □ capital letter

- Begin to sequence sentences within purposeful fiction/ nonfiction writing, such as:

- Instructions

- Fact cards (e.g. using a 'spider-gram' to collate information)

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">○ Include word spacing○ Orally rehearse caption of sentence before writing▪ Re-read what they have written to make sure it makes sense▪ Begin to write a variety of □ fiction and non-fiction sentences / captions | |
|--|---|--|

Phonics

Educational Programme We follow a synthetic phonics programme, Sounds- Write, and teach it with fidelity. We teach Units over a two-week period and review previously taught sounds to embed knowledge and build confidence for independent application of reading skills. Our goal is for all children to;

Work out unfamiliar words quickly – including new vocabulary and names.

- Read familiar words speedily – that is, words they have been taught
- Read texts – including the words they have been taught – fluently
- Read a range of High Frequency Words quickly using "Fast Eyes" (automatic word reading)

Autumn	Spring	Summer
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Learning Priorities

End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
Initial Code Units 1-3 complete HFW Automatic Recognition- a,is,the,I	Initial Code Units 4-7 complete HFW Automatic Recognition- for, of,was	Initial Code Units 7-9 complete HFW Automatic Recognition- to,are,all	Initial Code Units 9-11 complete HFW Automatic Recognition- come, some	Initial Code Units 11 complete Consolidate Initial Code concepts and skills HFW Automatic Recognition- a,is,the,I	Consolidate Initial Code concepts and skills Bridging Unit Introduction of concept of syllables

Literacy

Literacy Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

Children at the expected level of development will:

- 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.

Writing ELG

Children at the expected level of development will:

- 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: □ Numerical Pattern □ Number

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

Autumn**Spring****Summer**

Learning Priorities: Linked to Development Matters 2021

Numerical Pattern / Number

- Recite numbers to 10
 - Forward & backward □ Finger rhymes (Ten Little Friends) □ passing games ... *forwards, backwards*
 - Break counting chain (not always starting from 1)
 - Talk about position ... *before, after*
- Count objects, actions and sounds
 - Up to 5 – in context of □ daily routine □ sharing □ turn taking
 - Count objects in an irregular arrangement
- Subitise 3 / 4 objects (quick recall without counting)
 - Matching children to images in workshop areas
 - Fast recognition of dice patterns
- Link the number symbol (numeral) to cardinal number value to 5
- Compare quantities up to 5 ... more than, less than, fewer, who has one more / less
- Understand 'one more/less than' to 5
 - Use sentence with support ... 3 is 1 more than 2
- Explore the composition of numbers to 5
 - Recognise total is still the same
 - Using variety of resources ... *more, less, makes, equals, altogether*
- Begin to explore number bonds to 5
 - Use a range of resources
 - Understand how to use a flip flap to 5

Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
 - Create shape picture ...consolidate ...2D shape names
 - Put shapes together to make new shape ... fit, turn
- Continue, copy and create repeating patterns
 - Talk about pattern ... repeat, next, before, after, in between. Begin to compare length, weight and capacity

Order 2-3 items by length / weight ... *related vocab*

Numerical Pattern / Number

- Recite numbers to 20
 - Backward from 10 & begin to recite backwards from 15
 - Break counting chain (not always starting from 1 forwards or 10 backwards)
 - Talk about position up to 5 and begin to talk about position up to 10
- Count objects, actions and sounds
 - Up to 10, in context of □ daily routine □ sharing □ turn taking
 - Count objects in an irregular arrangement
- Begin to estimate number of objects up to 10 then check by counting
- Subitise 5 objects (quick recall without counting)
- Link the number symbol (numeral) with its cardinal number value to 10
- Compare quantities up to 10
- Understand 'one more/less than' to 10
 - Use sentence ... *six is one more than five*
- Begin to explore the composition of numbers to 10
- Recall number bonds to 5
 - Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives ... *altogether, more/now*
 - Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives ... *left*
- Begin to share, double and half up to 10 objects

Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Begin to compose and decompose shapes within practical Activities. Continue, copy and create repeating patterns
- Compare length, height, weight and capacity
 - Order 2-3 items by capacity and height
- Begin to order and sequence familiar events
 - Become familiar with a clock face and hands
 - Measure short periods of time

Numerical Pattern / Number

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

Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Compose and decompose shapes within practical activities
- Continue, copy and create more complex repeating patterns
- Compare length, height, weight and capacity
- Measure and compare short periods of time

Mathematics

Number ELG

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.

Numerical Patterns ELG

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.

EYFS Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Past and Present

- Begin to make sense of their own life-story and family’s history
- Begin to comment on images of familiar situations in the past
 - When Mum and Dad were little...*past, history, long ago*

People, Culture & Communities

- Talk about members of their immediate family and community
 - Describe family members ... *grandparent, older, younger*
 - Understand that there are many different types of families...*parent, step-sister / brother / mum / dad, similar, different*
- Name and describe people who are familiar to them
 - People in their local / school community... *care takers, office manager*
- Begin to understand that some places are special to members of their community
 - Talk about special places they go with their family... *places of worship visited by children*
- Begin to recognise that people have different beliefs and celebrate special times in different ways
 - Understand how different people celebrate birthdays
 - Develop a knowledge and awareness of other festivals...*Harvest, Diwali, Christmas*

Natural World

- Explore the natural world around them
 - Leaves □ sort by shape/size □ begin to identify some local tree species ... *nature, natural*
- Describe what they see, hear and feel whilst outside
 - Leaf shape, size & colour... shape and colours words e.g. *long, spiky, gold, rust, orange*
- Understand the effect of changing seasons on the natural world around them – Autumn into Winter (*see Hemming’s ‘The Leaf Thief’ book*).
 - Observe / talk about changing □ seasons ... *season, summer, autumn, winter* □ changes in autumn ...*temperature, change, hibernation, darker, weather, wind*
- * Develop interest in linked: □ texts across themes, fiction and nonfiction □ sources of technological information

Past and Present

- Comment on images of familiar situations in the past

People, Culture & Communities

- Talk about members of their immediate family and community (*PSHE - ‘The Family Book’*)
- Name and describe people who are familiar to them
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and other countries

Natural World

- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Understand the effect of changing seasons on the natural world around them
- * Continue to develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information (*Use ‘The Storm Whale in Winter’ and ‘Hello Penguin’ books*)

Past and Present

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

People, Culture & Communities

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

Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- * Continue to develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information (*Use ‘Somebody Swallowed Stanley’ and The Woolly Bear Caterpillar’ books*)

Understanding the World

Past and Present ELG

Children at the expected level of development will:

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

People Culture and Communities ELG

Children at the expected level of development will:

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

The Natural World ELG

Children at the expected level of development will:

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

EXPRESSIVE ARTS & DESIGN: □ Creating with Materials □ Being Imaginative & Expressive

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

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters 2021		
<p>Creating with Materials</p> <ul style="list-style-type: none"> ▪ Draw with increasing complexity and detail, such as representing a face with a circle and including details ▪ Show different emotions in drawings and paintings ▪ Continue to explore colour and colour mixing. ▪ Safely use and explore a variety of materials and tools ▪ Explore new techniques ▪ Talk about new creations ▪ Begin to return to and build upon previous learning <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> ▪ Take part in simple pretend play <ul style="list-style-type: none"> ○ Family / play date role play ... role, pretend, imagine ▪ Begin to develop complex stories using small world equipment ▪ Begin to develop storylines in their pretend play – including those linked to focus text ... story language, character, beginning, middle, end ▪ Begin to listen attentively, move to and talk about music, expressing their feelings and responses <ul style="list-style-type: none"> ○ How does the music make me feel? ... emotions vocabulary (see PSHE) ▪ Begin to watch and talk about dance and performance art <ul style="list-style-type: none"> ○ What type of dance/music is it? ... adjectives to describe music; e.g. happy, sad, slow, fast, bouncy ○ Watch live music / dance performances linked to festivals... perform, celebrate, audience, musician, dancer ▪ Sing in a group or on their own <ul style="list-style-type: none"> ○ Engage in circle and partner songs ○ Begin to make own verse for familiar song ▪ Begin to explore and engage in music making and dance <ul style="list-style-type: none"> ○ Invent and dance / play music to show different emotions... emotions vocabulary (see PSHE) 	<p>Creating with Materials</p> <ul style="list-style-type: none"> ▪ Explore and use a variety of artistic effects to express their ideas and feelings. ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ▪ Create collaboratively sharing ideas, resources and skills. <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> ▪ Listen attentively, move to and talk about music, expressing their feelings and responses. ▪ Watch and talk about dance and performance art, expressing their feelings and responses. ▪ Sing in a group or on their own, increasingly matching the pitch and following the melody. ▪ Explore and engage in music making and dance, performing solo or in groups. ▪ Develop storylines in their pretend play. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> ▪ 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>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> ▪ 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.

Expressive Arts and Design

Creating with Materials ELG

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.

Being Imaginative and Expressive ELG

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.

EVALUATION:

AUTUMN TERM:

SPRING TERM:

SUMMER TERM: