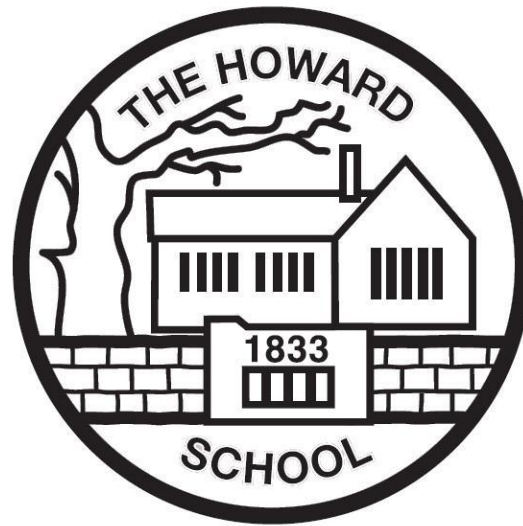


Ackworth Howard C of E School

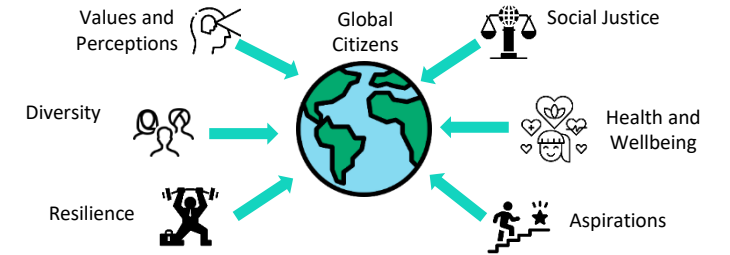
Educating for 'life in all its fullness.'



Early Years Curriculum – Nursery



**'Providing opportunities for growth
in mind, body and spirit.'**



Long Term Plan – Nursery

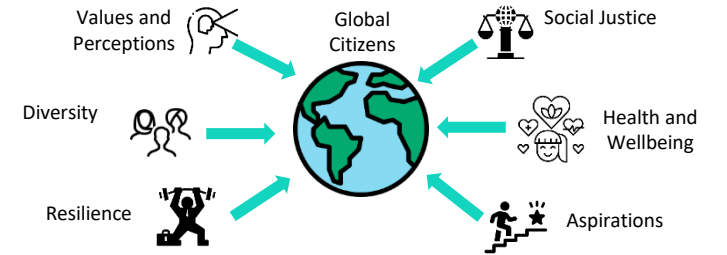
Thread	Diversity 	Values & Perception 	Social Justice 	Health & Wellbeing 	Resilience 	Aspirations 
Lead Question	What makes us special?	How do we celebrate special events?	What makes a good friend?	How can I look after myself?	What do I need to do next?	What can I be?
Christian Value (3 Year Cycle)	Be Respectful Be Thankful Show Friendship	Be Forgiving Show Humility Build Trust	Be Compassionate Promote Justice Be Truthful	Be Responsible Be Generous Be Peaceful	Be Courageous Have Wisdom Show Perseverance	Be Creative Be Hopeful Show Service

Building foundations for secure emotional intelligence through PSHE/Christian Values/Global Issues

PSHE	<p>Heart Smart: Too Much Selfie Isn't Healthy!</p> <p>Exploring the importance of others and how to love them well.</p>	<p>Heart Smart: Don't Hold On to What's Wrong!</p> <p>Understanding how to process negative emotion and choose forgiveness to restore relationships.</p>	<p>Heart Smart: Fake is a Mistake!</p> <p>Unpacking how to bravely communicate truth and be proud of who we are.</p>	<p>Heart Smart: Get Heart Smart</p> <p>Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy.</p>	<p>Heart Smart: No Way Through Isn't True!</p> <p>Knowing there is a way through every situation no matter how impossible it may seem.</p>	<p>Heart Smart: Don't Forget To Let Love In!</p> <p>Learning how important, valued and loved we are.</p>
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'Providing opportunities for growth in mind, body and spirit.'

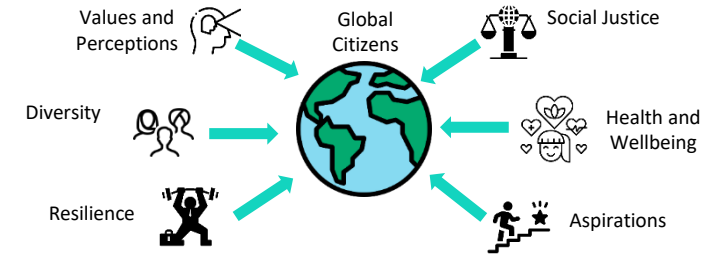


Long Term Plan – Nursery

Thread	Diversity 	Values & Perception 	Social Justice 	Health & Wellbeing 	Resilience 	Aspirations 
Core Texts	<p>Marvellous Me</p>     	<p>Amazing Autumn</p>      	<p>Super Spring</p>      	<p>Get Growing</p>      	<p>Marvellous Minibeasts</p>      	<p>Traditional Tales</p>      



'Providing opportunities for growth in mind, body and spirit.'



Personal, Social and Emotional Development

Statutory Guidance from the EYFS Framework for PSED

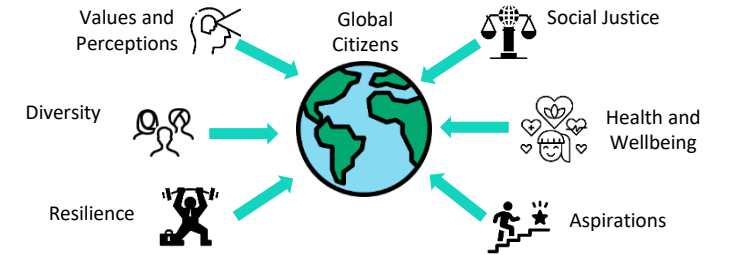
Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships 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.

The Reception expectations in PSED for reference. Where are children going?

- Self-Regulation** • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Managing Self** • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Building Relationships** • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs.



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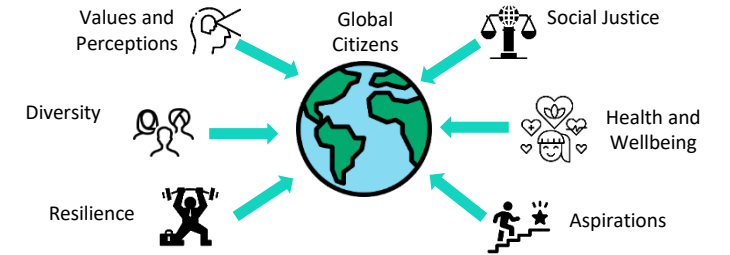
Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation Expressing feelings Managing behaviour	I can express when I feel happy, sad, tired or upset. I can find out about emotions through stories and discussions. <i>Feelings, emotions, happy, sad, angry, tired, upset, scared.</i>	I can sit nicely and keep my feet to myself. I can look after the toys and equipment at my setting. <i>Sit, smart sitting, listening ears, careful, look after, tidy up.</i>	I can begin to show 'effortful control'. For example, waiting to take a turn.		I am increasingly able to talk about and manage my emotions	
			I will talk about my feelings. I can wait my turn. I tidy up the resources that I have used. I am following the behaviour expectations of my nursery. <i>Feel, feelings, wait, turn, patience, tidy, tidy up, behaviour, rules, listening.</i>	I know what 'right' choices are and I try my best to make the right choice. I can talk about my feelings and explore why I might be feeling this way. <i>Right, good choice, bad choice, feelings, why.</i>	I can calm myself down using a strategy that works for me. I am managing my feelings. I show control with my emotions. I can think about how others feel. <i>Calm, breathe, quiet space, feel, friends.</i>	I am showing more control over my feelings and behaviours. I am showing more perseverance and resilience when facing a challenge. I can talk about the changes as I start school and how I feel. <i>Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn, nervous, excited, change</i>
Managing Self Self-awareness Keeping healthy Independence Collaboration	I can take turns with other children with adult support. I can explore the classroom with adult support. I can use the toilet with adult support. <i>Turn taking, children, friends, classroom, explore, areas, toilet, wipe, flush, wash hands.</i>	I will have a go at new things. I am washing my hands after using the toilet with some reminders to do so. <i>Try, have a go, washing hands, soap, water, dry.</i>	I notice and ask questions about differences.		I can use the toilet with help and then independently.	
			I am showing more independence and confidence in my setting and when exploring areas. I will use the visual timetable to know what is happening in my day. <i>On my own, by myself, independently, confident, explore, have a go, try, timetable, next.</i>	I can use the toilet independently. I can focus on my task for a longer period of time. I can talk about healthy food choices. <i>Toilet, wipe, flush, wash hands, focus, attention, listen, healthy, treat food, fruit and vegetables.</i>	I can manage when routines change. I can talk about why we need to wash our hands. I can play nicely with others and extend others play. <i>Routine, happens next, change, wash hands, healthy, health, play, nice, friends, turn taking, sharing, joining in.</i>	I can talk about my achievements in a positive way. I am becoming more independent in looking after myself, ready to start school. <i>Proud, pride, positive, happy, independent, on my own, by myself, school.</i>

*Early Starters



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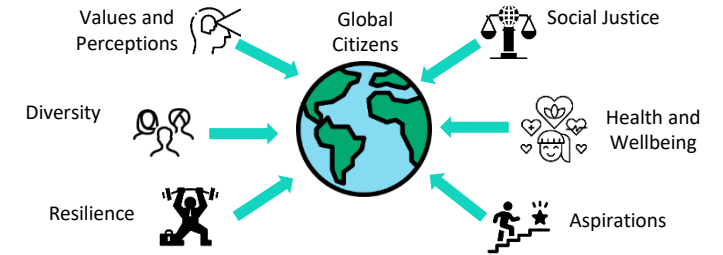


Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Building Relationships Social Skills Communication	I can take turns with other children with support from the adults in my setting. I can separate from my parent/caregiver with adult support. Turn taking, sharing, friends, help, listening, later, worry, parent names.	I will play alongside other children in my setting and may need adult support to do this. I play simple turn taking games in adult guided groups. I am showing more interest in other children's play. Play, nicely, share, turn take, adult, help, nicely, join in, friends.	I can talk about my feelings in more elaborate ways.		I can explore confidently when I feel secure in the presence of a familiar adult.	
			I can come into my setting with minimal support from an adult. I can talk about my family. I am beginning to show friendly behaviours to my peers. Happy, proud, come in, family, family names, friends, friendly.	I am forming friendships with some children in my setting. I am becoming more confident in the social situations. Friends, special friend, best friend, confident, talking.	I help others who are upset. I am beginning to solve conflicts with others. I am showing more social confidence. Sad, help, upset, tissue, problem, solve, together, friends, turn taking, confident, outgoing, talking.	I can ask new adults questions. I find solutions to conflicts I have had. I can talk about what a friend is and name some of my friends when asked. Questions, why, where, what, when, solution, fix, turn take, adult help, friend, friend names.



'Providing opportunities for growth in mind, body and spirit.'



Communication and Language

Statutory Guidance from the EYFS Framework for Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading 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.

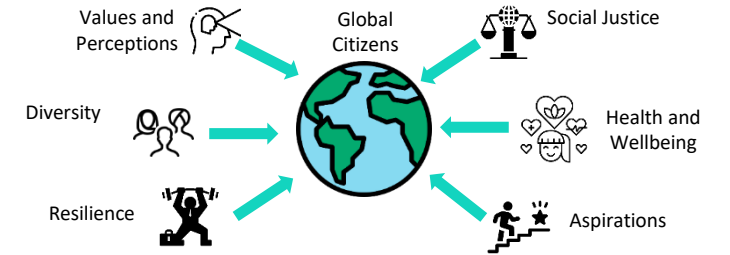
The Reception expectations in C&L for reference. Where are children going?

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.

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.



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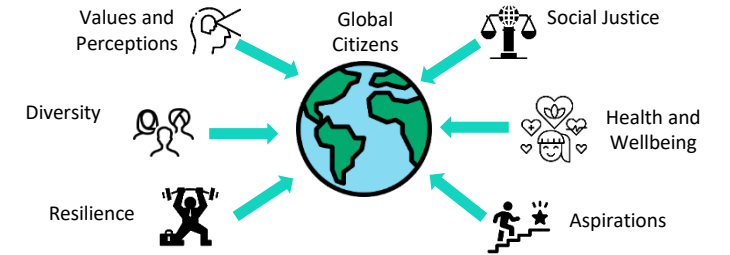


Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding	<p>I can begin to listen to stories and nursery rhymes. I can begin to listen to instructions given. Listens during adult guided activities.</p> <p>Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</p> <p>I can focus on an activity of my own choice for a short period of time. I can begin to show attention to the adults in my setting.</p> <p>Choosing, playing, area, want, my turn, your turn, listening.</p> <p>I can recognise and point to objects that are spoken to me. I understand 1 key word instructions e.g. stop, drink. Instruction, telling, listen, follow, question, explain, because.</p>	<p>I can listen to simple stories. Listens to other people speaking to me.</p> <p>Listen, reading, wait, turn, story, caret time, join in, hand up, song, rhyme, poem.</p> <p>I can focus more attention on stories being told to them. Give attention to others who are speaking to me.</p> <p>Listening, story, looking, friends, turn taking, my turn, your turn.</p> <p>I can show an understanding of text being read to them using the pictures. Understands simple concepts such as 'big/small'.</p> <p>Pictures, stories, listening, book, big, small, dark, light, open, shut.</p>	<p>I can identify familiar objects and properties for my teachers when they are described.</p>		<p>I understand simple questions about 'who', 'what', 'where'. Understand and can act on longer sentences.</p>	
			<p>I listen to others speaking and continue the conversation following on from what has been said.</p> <p>Listen, looking, wait, turn, story, caret time, join in, question.</p> <p>I pay attention when listening to longer stories. I can switch attention between listening to others and completing a task.</p> <p>Carpet, sitting, listening, joining in, stories, group.</p> <p>I can recall what happens in a story I have read. I understand a three key word sentence.</p> <p>Pictures, stories, listening, book, listening, understanding.</p>	<p>I enjoy listening to longer stories. I pay more attention to what is happening in the stories being read.</p> <p>Listen, wait, turn, story.</p> <p>I can focus more attention on a chosen activity. I can sit and listen during quieter or adult led activities when appropriate.</p> <p>Carpet, sitting, listening, joining in, hand up, group, listen</p> <p>I can begin to understand one step instructions and questions.</p> <p>Instructions, listening, questions, get, move.</p>	<p>I listen more carefully. I know why we should listen.</p> <p>Listen, wait, turn, instruction, patient, patience, join in, why, safe.</p> <p>I know I sometimes have to wait my turn when speaking.</p> <p>Sitting, listening, and joining in, turn taking, my turn, your turn.</p> <p>I understand prepositional language e.g. on, under. I can ask why things are happening.</p> <p>On, under, in, inside, outside, forwards, backwards, why, explain, questions.</p>	<p>I can listen attentively and respond to what I hear with relevant questions, comments, or actions.</p> <p>Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.</p> <p>I can maintain attention in whole class and small group contexts for a short time. I may find it difficult to pay attention to more than one thing at a time.</p> <p>Carpet, sitting, listening, joining in, hand up, group.</p> <p>I can follow 1 step instructions Understand 'why' questions. Instruction, telling, listen, follow, why, question, explain, because.</p>



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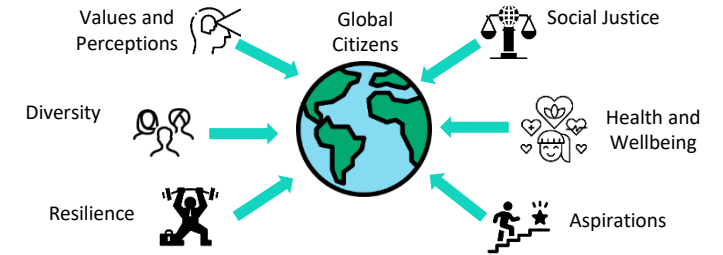


Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speaking	<p>I can link words together when speaking. I am developing more speech sounds and pronunciation of sounds. I can use words to begin to communicate my needs.</p> <p>Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get, want, needs.</p>	<p>I can use words to communicate what I want and make myself understood. I can ask 'what' questions. I can use the terms 'me, him, her'.</p> <p>Conversation, turn taking, why, because, and, what, me, him, her.</p>	<p>I am starting to develop conversation, often jumping from topic to topic. I am starting to say how I am feeling, using words as well as actions.</p>	<p>I can recite or retell a past event in my life to someone else. I can ask 'where' and 'who' questions.</p> <p>Birthday, weekend, holidays, where, when.</p>	<p>I can use the speech sounds p, b, m, w. Pronounce l/r/w/y – s/sh/ch/dz/j – f/th – multisyllabic words.</p>	<p>I can use simple sentences. I can sing a large repertoire of songs e.g. nursery rhymes or numbers songs. I can use talk to organise myself and my play.</p> <p>Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get.</p>
			<p>I can answer 'who, what, where' questions. I can recite Nursery Rhyme from memory. I am beginning to speak simple sentences. I am beginning to link sentences with 'and'.</p> <p>Who, what, where, rhymes, speak, talk, sentence, and.</p>			



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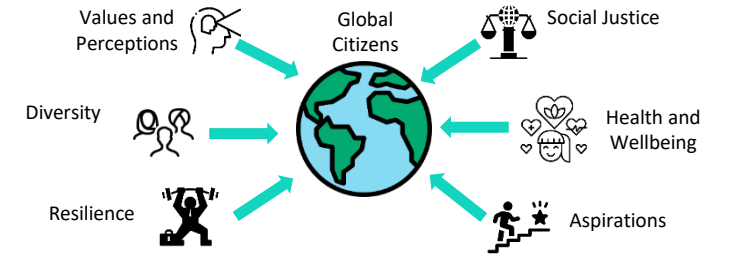


Physical Development

<p>Statutory Guidance from the EYFS Framework for Physical Development</p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>
<p>The Reception expectations in Physical Development for reference. Where are children going?</p>	<p>Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.</p>
<p>General yearly Physical Development progression</p>	<ul style="list-style-type: none"> • Supporting children to pick up heavier items with two hands and handling heavier objects carefully – or asking for support. • Balancing on one foot for short periods of time – still or hopping. • Learning to climb with care. • Learning to navigate simple obstacles e.g. walking across planks, jumping off small steps. • Learning how to co-ordinate a large ball e.g. rolling, throwing, catching, playing games. • Learning to ride a balance bike by ‘scooting’ along and using feet as brakes.



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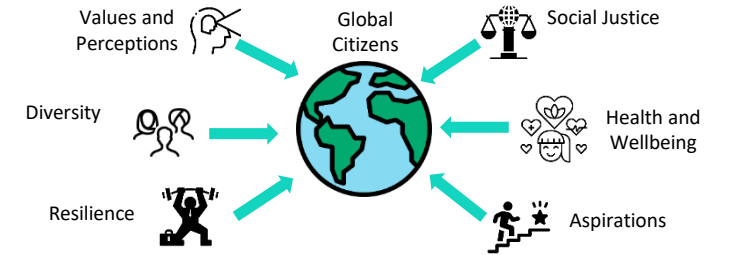


Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	<p>I can walk and crawl confidently. I can climb using two feet at a time. I know how to scoop and pour e.g. sand, mud. I can run around the setting with some control and direction. I can clap and stamp to music.</p> <p>Walk, crawl, skill, carefully, safe, safely, scoop, use, pour, dig, tools, sand, mud, water, run, careful, clapping, stamping.</p>	<p>I am beginning to move slowly on a balance bike and use a climbing frame with support from an adult.</p> <p>Balance, careful, bike, safe, safely, climb, high, feet, watch, hands, help, swing, kick, move, jump.</p>	<p>I can sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p>	<p>I can kick a large ball with some control. I can throw a ball with some control. I am beginning to balance on one leg. I can dance with control using different parts of my body. I can use the available equipment to create an obstacle course to navigate.</p> <p>Kick, large, ball, hands, feet, fast, slow, watch, control, balance, leg, hop, jump, still, dance, obstacle, move, jump.</p>	<p>I can use a balance bike more confidently. I can run with more confidence and skill. I can independently use a climbing frame or similar resource. I am beginning to show good posture when sitting on the carpet. Balance, bike, look, watch, careful, skill, navigate, independently, climb, frame, careful, safe, straight, cross legs, cross arms, smart sitting.</p>	<p>I can make up my own movements with my body. I am beginning to use my core muscle strength to achieve good posture when sitting on the floor or at the table. I am able to climb safely. I can choose the right equipment to move safely.</p> <p>Dance, Move, Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone.</p>
			<p>I can put on my own coat (needing support to do their coat up still) and my own shoes. I can go up and down stairs with control and balance.</p> <p>Coat, independently, by yourself, help, ask, shoes, up, down, watch, careful, safely, control, balance.</p>			
Fine Motor Skills	<p>I can use a palm grip when using mark making tools. I can use a spoon to feed myself correctly. I can use spring loaded scissors to make snips into paper with adult support.</p> <p>Pencils, tools, spoon, food, feed, safely, hand, scissors, snips.</p>	<p>I can mark make by scribbling and colouring. I can explore a range of motor activities and implements. I can use a spoon and a fork to feed myself.</p> <p>Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, colouring, spoon, fork.</p>	<p>I am beginning to use a four finger grip to use mark making tools. I can use construction equipment correctly to build e.g. Duplo. I am developing more independence when using spring loaded scissors.</p> <p>Pencil, grip, hand, fingers, skill, scissors, snips, control, build, independence.</p>	<p>I can make more controlled marks when drawing and mark making, I can manipulate dough through rolling, squeezing, balling and patting.</p> <p>Mark making, pencils, pens, colours, dough, dough disco, rolling, squeezing, balling, patting, poking.</p>	<p>I can use a two finger and a thumb grip. I can draw and paint clearer shapes and pictures when drawing and painting. I can show some threading skills.</p> <p>Thumb and fingers, pencil, grip, draw, pencil, shape, drawing, care, time, threading.</p>	<p>I can use pencils and other equipment comfortably. I am beginning to make snips in paper either using one hand or two independently. I can turn pages in a book one at a time. I can form some letters in my name.</p> <p>Pencils, tools, equipment, safely, hand, scissors, snips, letters, letter shapes.</p>
			<p>*Early Starters</p>			



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Literacy

Statutory Guidance from the EYFS Framework for Literacy

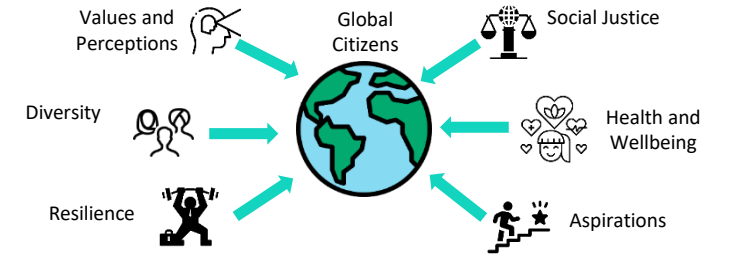
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them 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).

The Reception expectations in Literacy for reference. Where are children going?

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



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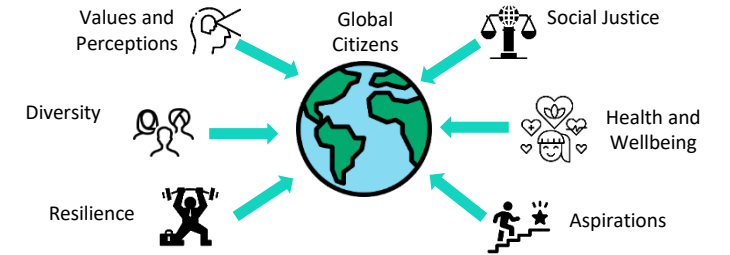


Literacy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	<p>I am beginning to join in with familiar rhymes and stories. I can sing some parts or certain Nursery Rhymes. I can hear new vocabulary from stories, rhymes, poems and non-fiction books. I have a favourite book and seek it/them out to share with an adult or look at alone.</p> <p>Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, favourite.</p>	<p>I understand that we should turn one page at a time in a book. I am beginning to understand that print has meaning. I can talk about the pictures in a book with support.</p> <p>Texts, books, story, careful, print, words, says, pictures, happening.</p>	<p>I can develop play around favourite stories. I can ask questions about the book. I can make comments and share my ideas.</p>		<p>I enjoy songs and rhymes, tuning in and paying attention.</p>	
			<p>I enjoy singing a range of rhymes and songs. I enjoy listening to longer stories. I can join in with some simple repeated refrains in well know stories/ rhymes.</p> <p>Rhymes, songs, listen, join in, actions, story, repeat.</p>	<p>I am beginning to understand we read from left to right and top to bottom. To begin to name the parts of a book e.g., front cover, title, author.</p> <p>Story, words, direction, top, bottom, front, cover, title, author.</p>	<p>I enjoy listening to longer stories and remember much of what happens. I can talk about a story, turning one page at a time. I can answer simple questions about stories. I am beginning to predict what might happen in a story.</p> <p>Story, discuss, talk, questions, predict, guess, happen next.</p>	<p>I can engage in extended conversations about stories. I know and say how the story might end. I can tell a longer story. I listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.</p> <p>Discuss, questions, why, end, guess, predict, tell, retell, words.</p>
Word Reading	<p>I can hear different environmental sounds around me. I am beginning to recognise some environmental print such as supermarket logos.</p> <p>Hearing, listening, sound, recognise, logo.</p>	<p>I can discriminate between different instrument sounds. I can sing and perform actions to a familiar nursery rhyme. I can say the rhyming word at the end of a familiar rhyme</p> <p>Instruments, hear, listen, sing, perform, actions, nursery rhymes, rhyme, join in.</p>	<p>I can repeat words and phrases from familiar stories</p>		<p>I can join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p>	
			<p>I am beginning to recognise my own name with support. I can recognise rhythm in spoken words by clapping syllables.</p> <p>Name, rhythm, clapping, syllables.</p>	<p>I can identify signs and symbols in the environment and recall what they mean. I can spot or suggest rhymes.</p> <p>Meaning, sign, symbol, logo, rhyme, rhyming words.</p>	<p>I am beginning to recognise some words that start with the same initial sound. I am beginning to recognise some individual letter sounds with support.</p> <p>Sound, letters, meaning.</p>	<p>I can recognise my own name independently. I am beginning to recognise some individual letter sounds with support. I can recognise some words with the same initial sound e.g. m for mummy and milk. I can orally blend a simple word.</p> <p>Name, letters, words, same.</p>

*Early Starters



**'Providing opportunities for growth
in mind, body and spirit.'**

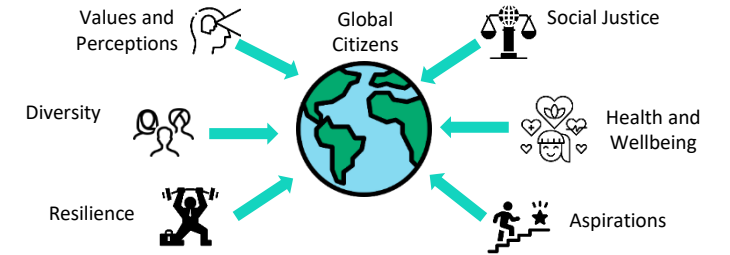


Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	<p>I am developing an interest in making marks. I am beginning to distinguish between marks and pictures/drawings. Marks, pencils, pens, paper, drawing, writing.</p> <p>I can sit in a balanced position. I can pretend to write. I can make controlled marks using tools or their finger in sand, glitter etc. Balance, comfortable, straight, pencil, marks, sand, glitter. .</p>	<p>I can draw marks that are not always distinguishable. I can follow large pattern templates available. Marks, pencils, pens, paper, drawing, writing, trace, copy.</p> <p>I can make controlled marks e.g. dots, circles, scribbles. I can copy shapes and patterns with developing accuracy. Writing, mark making, pencils, pens, copy, trace.</p>	<p>I can add some marks to my drawings, which I can give meaning to.</p>	<p>I can add some marks to drawings. I can add marks that to them symbolises their name. Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.</p> <p>I can make smaller controlled lines. I am beginning to use a two finger and a thumb grip when writing. Writing, mark making, pencils, pens, copy, trace, pencil grip.</p>	<p>I am beginning to give meaning to the marks I make. Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.</p> <p>I can hold a pencil or tool with a preferred hand. Writing, mark making, pencils, pens, copy, trace, pencil grip, hand.</p>	<p>I can notice some print. I can make marks on my picture to stand for my name.</p>
			<p>I understand that a written word conveys meaning. I can name write with the first letter of my name to 'sign' my mark making. Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.</p> <p>I can use a two finger and a thumb grip when appropriate. Writing, mark making, pencils, pens, copy, trace, pencil grip, hand</p>			<p>I can give meanings to the marks made. I can pretend to write in a range of contexts. I am becoming more confident with name writing – I can write some or all of my name. Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning, letters, sounds.</p> <p>I can use the basis of a three finger pencil grip. I can use a pencil or writing tool more confidently to write some letters (e.g. the letter in my name). Writing, mark making, pencils, pens, copy, trace, pencil grip, hand, letter writing.</p>



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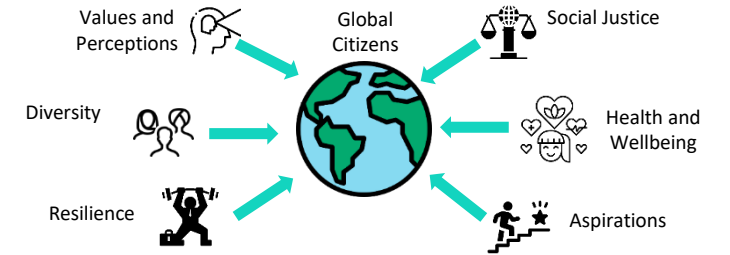


Literacy

Term	Autumn	Spring	Summer
Phonics	<p style="text-align: center;">Aspect 1 - Environmental Sounds</p> <p>Children begin to notice different sounds around them, e.g. birds tweeting, leaves rustling in the breeze, a person sneezing. Children start to notice that different objects can make different sounds, e.g. the sound of a car engine turning on or the noise of the washing machine. A child might say 'I can hear a noise in the kitchen.'</p> <p style="text-align: center;">Aspect 2 - Instrumental Sounds</p> <p>Children enjoy exploring the different sounds that instruments make. They may bang on drums, shake shakers and tap triangles. The children understand that they have to do something to or with the instrument to make a sound.</p> <p style="text-align: center;">Aspect 3 - Body Percussion</p> <p>Children explore the sound their bodies make by stamping, patting, clapping and clicking. They join in with and copy actions in familiar songs.</p> <p style="text-align: center;">Aspect 4 - Rhythm and Rhyme</p> <p>Children join in with familiar songs and rhymes when led by an adult or peer. They begin to recognise some familiar rhythms and rhymes.</p>	<p style="text-align: center;">Aspect 1 - Environmental Sounds</p> <p>Children start to name different sounds they have identified. They can tell an adult or a peer what sounds they can hear, e.g. a child might say 'I can hear a cat.' or 'There is a bird singing outside.'</p> <p style="text-align: center;">Aspect 2 - Instrumental Sounds</p> <p>Children start to identify the sounds of familiar instruments and name them. They develop an awareness of how acting upon an instrument affects the sound it makes, e.g. hitting a cymbal harder makes a louder sound.</p> <p style="text-align: center;">Aspect 3 - Body Percussion</p> <p>Children join in with body percussion patterns. They copy body percussion patterns shown to them by an adult or a peer. They show an awareness of how body percussion sounds can be changed by using different parts of their bodies in different ways to make sounds.</p> <p style="text-align: center;">Aspect 4 - Rhythm and Rhyme</p> <p>Children recognise simple words that rhyme, e.g. cat, mat, bat. They are able to copy and keep a simple beat. Children are able to join in and copy when an adult breaks down words into syllables with a beat.</p>	<p style="text-align: center;">Aspect 1 - Environmental Sounds</p> <p>Children start to talk about the sounds they hear in more detail, e.g. 'I can hear the bigger children on the playground. They are playing and singing!' They can describe sounds they hear.</p> <p>Children might say things like 'The fireworks last night sounded fizzy and crackly! They went bang!' Children will also compare sounds, e.g. 'My auntie talks quietly but my sister is loud.'</p> <p style="text-align: center;">Aspect 2 - Instrumental Sounds</p> <p>Children talk about, describe and compare the sounds of different familiar instruments, e.g. they may say 'The rainmaker is quieter than the drum.' or 'The bells make a jingly sound.' Children follow instructions to recreate a sound using an instrument, e.g. 'Tap the drum loudly.' or 'Shake the tambourine quietly.'</p> <p style="text-align: center;">Aspect 3 - Body Percussion</p> <p>Children create their own body percussion patterns and sequences. They are able to join in with longer sequences of body percussion when shown by an adult. Children describe body percussion sounds, e.g. 'I make a quiet clicking noise when I do this with my fingers.' or 'I can make a loud stomping sound with my feet.' Children can follow instructions to make body percussion sounds, e.g. 'Clap your hands softly.'</p> <p style="text-align: center;">Aspect 4 - Rhythm and Rhyme</p> <p>Children enjoy playing with rhyme and start to create their own rhyming words, e.g. children may say 'Shine rhymes with bline and frine.' Children can complete a short sentence with their own rhyme, e.g. the adult may say 'The cat sat on the ...' and the child completes the sentence with mat/hat/gnat. Children can also break words down into syllables and create their own beat.</p>



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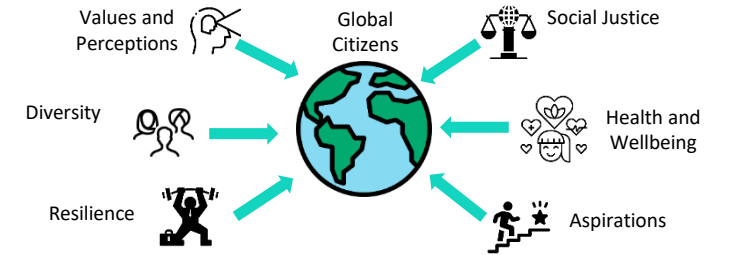


Literacy

Term	Autumn	Spring	Summer
Phonics	<p>Aspect 5 - Alliteration Children begin to explore the initial sounds of words. They join in with simple alliteration activities and games.</p> <p>Aspect 6 - Voice Sounds Children start to explore different mouth movements and sounds. They copy different voice sounds and mouth movements in their play.</p> <p>Aspect 7 - Oral Blending and Segmenting Children are able to identify the initial sounds of the words they hear and say. They have an awareness that words can be broken down into phonemes. Children can choose the correct object when hearing a word broken down into phonemes, e.g. hearing 'ch-i-ck' and choosing a picture of a chick.</p>	<p>Aspect 5 - Alliteration Children are able to select an object with a given initial sound when given the option of two, e.g. The child is shown a picture of a mouse and a frog and selects the frog when asked 'Which one starts with f?'</p> <p>Children begin to hear and identify the initial sounds in words, e.g. when asked 'What sound can we hear at the beginning of b, b, boy?', the child would say 'b!'</p> <p>Aspect 6 - Voice Sounds Children start to recognise different voice sounds, e.g. recognising a friend's voice when they can't see them. They also use their voice to make a variety of different sounds, including silly voices and animal noises.</p> <p>Aspect 7 - Oral Blending and Segmenting Children are able to say simple CVC and VC words after hearing it broken down into phonemes, e.g. an adult says 'h-o-t' and the child says 'hot.'</p> <p>Children join in with segmenting CVC and VC words into phonemes but may not be able to do this independently yet.</p>	<p>Aspect 5 - Alliteration Children begin to match and group sets of objects with the same initial sound. They enjoy playing with alliteration, e.g. thinking of their own short alliterative phrases 'big, bad, bat' or making up their own words to create an alliterative phrase 'dangry dog.'</p> <p>Aspect 6 - Voice Sounds Children speak clearly. They are able to talk about, describe and compare different voice sounds, e.g. 'the mouse has a squeaky voice.' Children enjoy creating their own ideas for voices of different characters in their activities and play. They also imitate the voices of characters.</p> <p>Aspect 7 - Oral Blending and Segmenting Children are able to segment CVC and VC words into phonemes, e.g. by robot-talking a word back to an adult. Children start to blend the phonemes of longer words and they can identify how many phonemes are in a CVC or VC word, e.g. counting the 3 phonemes in 'mop.'</p>
	<p>Listen, hear, noise, sound, difference, same, similar, loud, quiet, squeak, bark, horn, instrument, pattern, clap, slap, hit, stomp, speech, voice, vocal, rhyme, rhythm, grapheme, phoneme, letter.</p>		



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Mathematics

Statutory Guidance from the EYFS Framework for Mathematics

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.

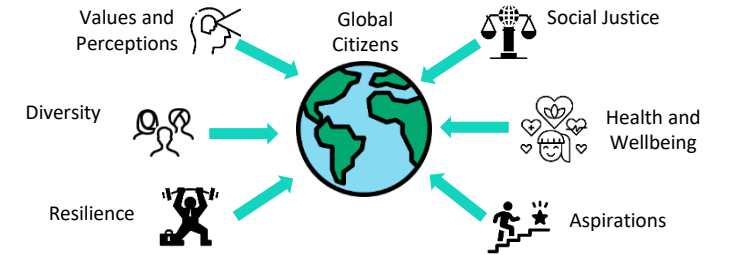
The Reception expectations in Mathematics for reference. Where are children going?

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.

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



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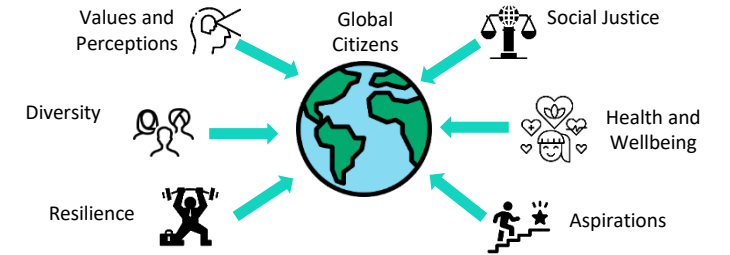
Mathematics

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number and Numerical Patterns	<p>I can recognise, name and match colours. I am beginning to show an interest in counting aloud verbally to 5. I am able to 'give 1' when asked.</p> <p>Colours, match, number, 5 frame, Number 1</p>	<p>I am able to verbally count to 5 with developing accuracy. I am developing an understanding of '2' e.g. giving 2 items or noticing 2 in the environment.</p> <p>How many altogether? Number 2, count, first, second,.</p>	<p>I can develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p>	<p>I am able to accurately count to 10. I am developing an understanding of '5'. I can play simple dice and track games developing Subitising skills.</p> <p>Number 5, altogether, total, count, number 6</p>	<p>I am beginning to understand that 5 can be shown in different ways. I am beginning to subitise to 5. I can count to 10 and beyond.</p> <p>Number 5, composition, more than, less than, subitise, sequence, order, first, next, then, after that, before, finally.</p>	<p>I can say what number comes next when given a specific number up to 5. I am beginning to learn that numbers are made up (composed) of smaller numbers.</p> <p>Number, numeral, track, next, after, jump</p>
			<p>I am beginning to be able to verbally count to 10 with developing accuracy. I am developing an understanding of '3 and 4'. I am beginning to compare quantities that are significantly more than and less/ fewer than visually without counting them.</p> <p>Number 3, number 4, 5 frame, altogether, counting, composition, total</p>			
Shape, Space and Measure	<p>I am beginning to describe the height and size of something using the terms 'tall' or 'short' and 'big' or 'small'.</p> <p>Big, small, tall, short, pair, same, different, similar, exact, top, middle, bottom.</p>	<p>I am beginning to understand what a pattern is and follow a 2 part simple pattern. I am beginning to describe and name some simple shapes – circle, square, triangle.</p> <p>repeat, patterns, colours, what comes next? objects, mistake, fix, circle, square, triangle</p>	<p>I can compare sizes, weights etc. using gestures.</p>	<p>I can make comparisons between objects relating to size, length, weight and capacity.</p> <p>Height, tall, taller, short, shorter, compare, weight, mass, heavy, light, capacity, full, empty</p>	<p>I can use positional language 'in', 'out', 'on'. I can find shapes in the environment. I can use 2D and 3D shapes to create patterns.</p> <p>In, out, on, shape, 2D, 3D, circle, triangle, square, cube, cuboid, faces, square, rectangle</p>	<p>I can continue, copy and create repeating patterns.</p> <p>repeat, patterns, colours,</p>
			<p>I am beginning to be able to play with shapes and begin to make pictures with these. I can build a simple jigsaw.</p> <p>Shape, complete, picture</p>			

*Early Starters



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Understanding the World

Statutory Guidance from the EYFS Framework for Understanding the World

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.

The Reception expectations in Understanding the World for reference. Where are children going?

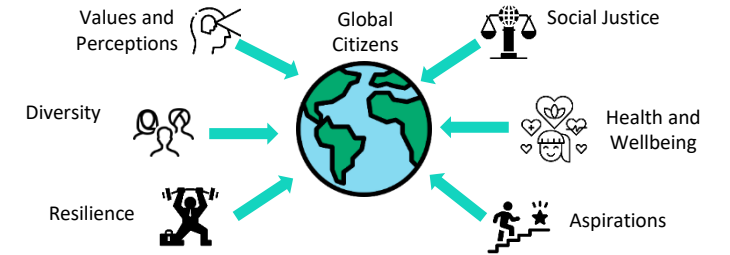
Past and Present • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered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

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

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



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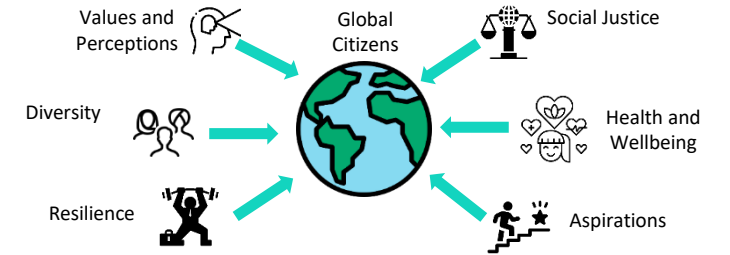
Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present	<p>I can use words 'now' and 'next'. I can talk about my family, who I live with and any pets.</p> <p>Now, next, family, family members names, mum, dad, brother, sister, dog, cat, rabbit, pets,</p>	<p>I can talk about my past life experiences e.g. birthdays, Christmas. I can use the words 'then' 'now' 'next' 'before'.</p> <p>Past, before, events, now, then, before, next.</p>	<p>I am interested in photographs of myself and other familiar people and objects.</p>		<p>In pretend play, I can imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.</p>	
			<p>I understand the terms 'old' and 'new' and recognise old and new objects e.g. cars, shops, photos</p> <p>New, old, past, present, now, different, same, rusty, black and white, modern.</p>	<p>I can comment on my own past experiences e.g. Easter. I can show curiosity about objects from the past.</p> <p>Past, happens, events, experiences, Easter, egg hunt, same, different, old, new.</p>	<p>I can confidently talk about who I am and who I live with, I can ask questions to family members about when they were young.</p> <p>Family, live with, family tree, old, new, past, questions, happened.</p>	<p>I am beginning to understand how to sequence two events. I can sequence family members e.g. baby, mum, grandma.</p> <p>Sequence, first, last, then, before, family, names, family tree.</p>
People, Culture and Communities (General)	<p>I can talk about my family. I can talk about who is special to me and why. I can name my family members.</p> <p>Family, family names, special.</p>	<p>I can talk about how we look after our friends and families. I can talk about my home and what I have inside my homes.</p> <p>I can talk about the celebration of Christmas.</p> <p>Friends, family, care, look after, home, bedroom, kitchen, living room, bathroom, Christmas.</p>	<p>I can make connections between the features of my family and other families.</p>		<p>I can notice differences between people.</p>	
			<p>I can recognise familiar signs, shops in my environment and local environment. I can talk about the transport used in my community. I can talk about the similarities and differences between celebrations I know and celebrations in other countries e.g. Christmas and CNY.</p> <p>Shop, memorial, stop sign, traffic light, transport, community, local areas, same, different, celebrate, Chinese new year, Christmas.</p>	<p>I can speak positively about differences between people and ways of life. I can show an interest in people with a range of occupations.</p> <p>Differences, same, similar, jobs, firefighter, police officer, shop worker, postal worker, driver, doctor, nurse</p>	<p>I am developing an idea of 'belonging'. I am beginning to understand what the 'wider world' is and how we all play a part and get along with one another.</p> <p>Belonging, groups, own ideas, the world, other countries, other people. Getting along, patience, tolerance.</p>	<p>I am using the correct vocabulary to name different features of my community. I know there are other countries than England and that they look different to ours.</p> <p>Names of the features in the environment, countries, same, different, hot, cold.</p>

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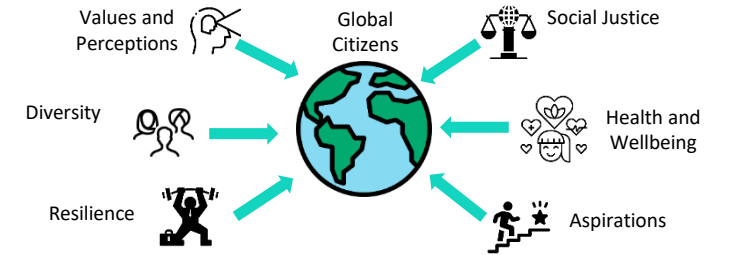


Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People, Culture and Communities (Geography Links)	I know what a map is used for I know that we live in Ackworth which is in a country called England I know where I live (house, flat, bungalow) I can articulate what daily life is like for me in our country I can talk about what I see in my own environment (school/home) using a wide vocabulary		I can talk about local environments (their road, the park, library,) Using pictures, I can explain what life may be like for children in other countries		I can identify features on a simple map – in familiar environments such as the classroom and outdoors I know that there are different countries in the world I can explain features of other homes	
	Ackworth, England, similarities, countries, world, land, sea, map, journey, town, trees, street, road, bridge, school, church, house, shop, bungalow, traffic lights, zebra crossing, roundabout,					
People, Culture and Communities (Computing Links)	<ul style="list-style-type: none"> I can mark make on paint software on the Interactive Whiteboard I can play simple games on the Interactive Whiteboard by pressing buttons I can switch a camera on and off 		<ul style="list-style-type: none"> I can select brushes, colours and rubbers when drawing on paint software I can play simple games on the Interactive Whiteboard by dragging and dropping items I can take photos on the camera 		<ul style="list-style-type: none"> I can select brushes, colours and rubbers when drawing on paint software I can play simple games on the Interactive Whiteboard by dragging and dropping items I can record videos on the camera I know to ask for help if needed 	
	Computer, laptop, iPad, tablet, button, app, control, picture, video, play / pause, colour, size, paintbrush, online, safe					



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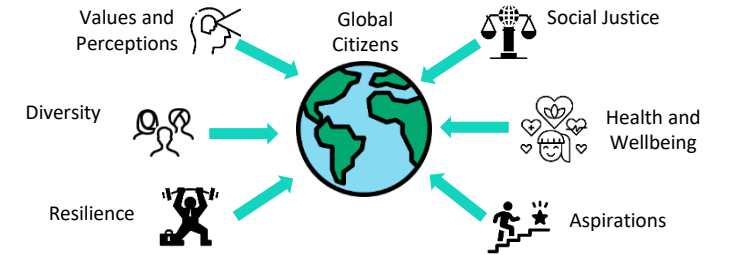


Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People, Culture and Communities (RE Links)	I can comment on recent pictures of experiences in my own life. "This was me at the farm..." I know that there are special places of worship I know that there are differences between what people believe		I can comment on recent pictures of experiences in my own life. "This was me at the farm..." I know that there are special places of worship I know that there are differences between what people believe			I can comment on recent pictures of celebrations in their own life. "This was me celebrating Diwali" I know that there are special places of worship I am developing positive attitudes about differences between people
	Diwali: Diwali, Diya lamps, mehndi patterns, Hindus, festivals, celebration, festival of light, fireworks, Rama, Sita, rangoli patters, oil lamps Bonfire night: fireworks, fire fighters, emergency, fire safety, 999, sparklers, Guy Fawkes, parliament, gunpowder Remembrance Day: November, poppies, war Christmas: nativity, Jesus, stable, manger, Mary, Joseph, travel, donkey, inn, innkeeper, Christian, Bethlehem, shepherds, wise men, star, gifts Easter: Risen, life, cross, Good Friday, Easter Sunday, new life Islam: Muslims, mosque, Quran, Allah, prayer mat, minaret, wash room, shoe rack Christianity: church, vicar / priest, Bible, candle, lectern, pulpit, organ, altar, pews, font, baptism, christening, wedding,					



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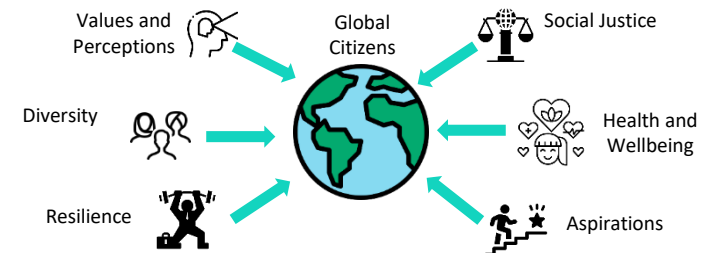


Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Natural World	<p>I can show respect and care for my environment. I can talk about my home environment and school environment. I can explore my world and environment through my senses.</p> <p>Respect care, look after, home, school, nursery, touch, see, feel, smell, hear, taste.</p>	<p>I can explore the changing weather and seasons. I am continuing to explore using my senses. I can name parts of the body. I am showing more of an interest in the world.</p> <p>Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, body part names, explore.</p>	<p>I can explore natural materials, indoors and outside.</p>		<p>I can explore and respond to different natural phenomena in their setting and on trips.</p>	
			<p>I understand how and why we respect and care for animals. I can explore a range of materials and natural objects.</p> <p>Respect, care, look after, materials, man-made, natural, nature.</p>	<p>I can explore the changing weather and seasons (Spring), I am learning about new life and plants based around Spring time</p> <p>Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring,</p>	<p>I can grow plants from seeds and caring for them, I can explore how these plants grow and change over time.</p> <p>Seeds, soil, water, care, look after, grow,</p>	<p>I can explore the changing weather and seasons (Summer), I can notice changes such as ice melting in the sun and offering a reason why.</p> <p>Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, changes, why</p>
Natural World (Specific Science Links)	<p>I can explore collections of materials</p> <p>I can use senses in hands on exploration</p> <p>I can explore how things work</p> <p>I understand that the weather changes and that in different countries you have different weather</p> <p>I understand the difference between plants and animals</p>		<p>I can explore collections of materials</p> <p>I can use senses in hands on exploration</p> <p>I can explore how things work</p> <p>I understand that the weather changes and that in different countries you have different weather</p> <p>I understand the difference between plants and animals</p> <p>I can plant seeds and care for growing plants with support</p>		<p>I can explore collections of materials, identifying similar and different properties</p> <p>I can name my 5 senses</p> <p>I can explore and talks about forces (push and pull)</p> <p>I can identify what you need to wear for each season and why</p> <p>I can explain the life cycle of a daffodil and a butterfly</p>	



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Expressive Arts and Design

Statutory Guidance from the EYF Framework for Expressive Arts and Design

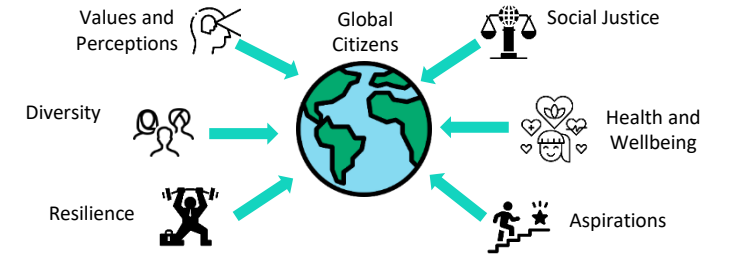
The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children 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.

The Reception expectations in Expressive Arts and Design for reference. Where are children going?

- Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
- Being Imaginative and Expressive** • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



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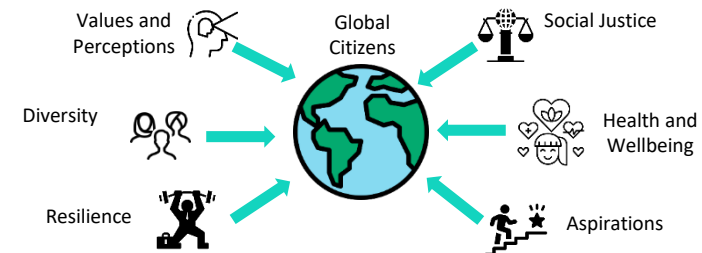


Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials (Painting and Printing)	I can use pre-made paints and are able to name colours I can hold a paintbrush in the palm of my hand I can print with large blocks and larger sponges <i>Colour, colour names, paint brush, paint, thick, paper, create, make, ideas, landscape, portrait, print, blocks, sponges</i>	I can use pre-made paints and are able to name colours I can hold a paintbrush in the palm of my hand I can print with large blocks and larger sponges <i>Colour, colour names, paint brush, paint, thick, paper, create, make, ideas, landscape, portrait, print, blocks, sponges</i>	<i>I can explore different materials, using all my senses to investigate them. I can manipulate and play with different materials.</i>		<i>I can make simple models which express my ideas.</i>	
			I can mix primary colours to appropriate consistency I enjoy using hands, feet and fingers to paint I can print with large blocks and larger sponges <i>Mix, primary colours, paint, print, hand, foot, fingers, blocks, sponges</i>	I can mix primary colours to appropriate consistency I enjoy using hands, feet and fingers to paint I can print with large blocks and larger sponges <i>Mix, primary colours, paint, print, hand, foot, fingers, blocks, sponges</i>	I am beginning to mix primary colours to make secondary colours I can use thick brushes I can print with small blocks, small sponges, fruit, shapes and other resources <i>Colour, colour names, paint, thick thin, brush, print, sponge, fruit names, shape names.</i>	I can mix primary colours to appropriate consistency I enjoy using hands, feet and fingers to paint I can print with large blocks and larger sponges <i>Mix, primary colours, paint, print, hand, foot, fingers, blocks, sponges</i>
Creating with Materials (Drawing)	I can make marks. I can draw circles and lines. I am beginning to draw things that I observe <i>Draw, pencil, marks, circles, lines, paper,</i>	I can make marks. I can draw circles and lines. I am beginning to draw things that I observe <i>Draw, pencil, marks, circles, lines, paper,</i>	I can draw faces with features and draw enclosed spaces, giving meaning I am able to draw things that I observe <i>Draw, face, features, detail, pencil, copy, ideas</i>	I can draw faces with features and draw enclosed spaces, giving meaning I am able to draw things that I observe <i>Draw, face, features, detail, pencil, copy, ideas</i>	I can draw potato people (no neck or body) I am beginning to draw simple things from memory <i>Draw, face, body, features, detail, pencil, copy, ideas,</i>	I can draw potato people (no neck or body) I am beginning to draw simple things from memory <i>Draw, face, body, features, detail, pencil, copy, ideas,</i>



**'Providing opportunities for growth
in mind, body and spirit.'**



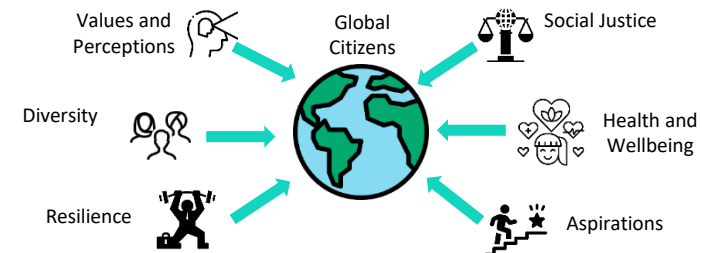
Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials (Collage)	I can use glue sticks with support My product is all one texture Glue, glue stick, join,	I can use glue sticks with support My product is all one texture Glue, glue stick, join,	I can explore different materials, using all my senses to investigate them. I can manipulate and play with different materials.		I can make simple models which express my ideas.	
			I can use glue spatulas with support My product is all one texture Glue, spatula, join, PVA glue	I can use glue spatulas with support My product is all one texture Glue, spatula, join, PVA glue	I can use glue sticks and glue spatulas independently I adds other materials to develop my models (tissue paper, glitter...) I can describe textures as smooth or bumpy I am beginning to weave (gross motor) Glue, stick, craft, glitter, design, idea, pom-poms, feathers, pasta, sequins, PVA glue, feels, texture, smooth, bumpy, weave	I can use glue sticks and glue spatulas independently I adds other materials to develop my models (tissue paper, glitter...) I can describe textures as smooth or bumpy I am beginning to weave (gross motor) Glue, stick, craft, glitter, design, idea, pom-poms, feathers, pasta, sequins, PVA glue, feels, texture, smooth, bumpy, weave
Creating with Materials (Sculpture)	I can build towers by stackings objects I am exploring clay Build, tower, stack, construct, idea, create, explore, clay	I can build towers by stackings objects I am exploring clay Build, tower, stack, construct, idea, create, explore, clay	I can build walls to create enclosed spaces I make marks in clay Build, create, make, construct, walls, join, connect, enclosed, clay, tools, marks, prints	I can build walls to create enclosed spaces I make marks in clay Build, create, make, construct, walls, join, connect, enclosed, clay, tools, marks, prints	Builds simple models using walls, roofs and towers. Manipulates clay (rolls, cuts, squashes, pinches, twists...) Model, 3D, build, wall, roof, tower, moveable, creation, colour, shape, pattern, manipulate, clay, roll, cut, squash, pinch, twist	Builds simple models using walls, roofs and towers. Manipulates clay (rolls, cuts, squashes, pinches, twists...) Model, 3D, build, wall, roof, tower, moveable, creation, colour, shape, pattern, manipulate, clay, roll, cut, squash, pinch, twist

*Early Starters



'Providing opportunities for growth in mind, body and spirit.'



Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Imaginative and Expressive	<p>I can dance to music. I can explore moving to music in different ways. I show an interest in the small world and roleplay areas. I enjoy roleplaying their first-hand experiences.</p> <p>Dance, music, move, arms, legs, high, low, small world, roleplay, act out, play</p>	<p>I can develop storylines in my play. I can use familiar props in my play. I can sing along to familiar songs and nursery rhymes I have learnt or are learning.</p> <p>Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting</p>	<p>I am starting to develop pretend play, pretending that one object represents another.</p>		<p>I can use my imagination as I consider what I can do with different materials.</p>	
			<p>I can include my experiences in my roleplay. I can talk about music (their favourite songs or songs they do not like). I know and sing along to more nursery rhymes. I can listen to songs from different cultures.</p> <p>Roleplay, talk, music, feel, like, dislike, sing, join in, nursery rhymes, culture, around the world, same, different, instruments.</p>	<p>I can explore a range of musical instruments and learn to hold a beat. I can use vocals and instruments to make music either together or separately. I can link real life and stories into the small world. I can use props in my play.</p> <p>Instruments, music, listen, play, bang, hit, play, sing, story, join in, play, dress up.</p>	<p>I can join in with the actions to songs. I can engage in roleplay in and out of the home- corner and I am becoming more immersed in my play.</p> <p>Actions, songs, words, join in, singing, roleplay, friends, props, home, local area, holiday, weekend, family.</p>	<p>I can make up stories verbally while playing. I can act out stories with the small world or in my play. I can perform songs either vocally or with an instrument.</p> <p>Stories, small world, imagination, imaginary, ideas, songs, games, sing, instrument.</p>