

## T-RF Early Years Curriculum and Progression Document.

	AUTUMN		Spring		Summer	
<p>These themes may be adapted at various points to allow for children's interests</p> <p><b>F1</b></p>	<p><b>Rhyme time</b></p>	<p><b>Let's celebrate</b></p>	<p><b>People who help us</b></p>	<p><b>You can't catch me/Traditional tales</b></p>	<p><b>Changes/growing</b></p>	<p><b>Our wonderful world</b></p>
<p><b>Possible lines of enquiry</b></p> <p>F1</p>	<p><b>Books</b> Nursery rhymes and books about families</p> <p>All about me My family How I've changed since I was a baby Settling into nursery Looking after ourselves It's good to be different.</p>	<p><b>Books</b> It's my birthday Meg and Mog</p> <p>Autumn and seasonal changes Celebrations: Halloween Bonfire night Remembrance day Children in need Diwali Advent Birthdays Christmas</p>	<p><b>Books</b> A superhero like you Percy the park keeper</p> <p>People who help us in our community Where do I live? Transport –journeys in the local community Weather and clothing- Ice and snow-experiments</p>	<p><b>Books</b> The Gingerbread man Goldilocks and the 3 bears</p> <p>Traditional tales-make believe Library visits Repeated refrains Characters and sequencing Order and routines Size and order</p>	<p><b>Books</b> The Very Hungry Caterpillar Kipper's beanstalk</p> <p>Plants and flowers Life cycles of a butterfly Mini beasts and where they live Looking after our environment Forest schools Weather and seasons</p>	<p><b>Books</b> Handa's surprise Walking through the jungle</p> <p>Where do we live in the world? Animals and their habitat Animals and their patterns Weather in different countries. Transition into school</p>
<p>These themes may be adapted at various points to allow for children's interests</p> <p><b>F2</b></p>	<p><b>Super Star Me</b></p>	<p><b>Families and Communities</b></p>	<p><b>Once upon a time Down on the farm</b></p>	<p><b>A rumble in the jungle</b></p>	<p><b>Pond life</b></p>	<p><b>Where in the world shall we go?</b></p>
<p><b>Possible lines of enquiry</b></p> <p>F2</p>	<p><b>Books:</b> So Much (Cycle 1)</p> <p>All about me Babies and families How I've changed from a baby to now My past Settling into school It's good to be different</p>	<p><b>Books:</b> Stickman (Cycle 1) Families and Celebrations Changing of the Seasons Different environments -the park, river and the seaside Journeys in our local environment Bonfire Night Remembrance Day Diwali</p>	<p><b>Books:</b> 3 Little Pigs (Cycle 1)</p> <p>Traditional Tales Farm Animals The homes in our community Materials</p>	<p><b>Books:</b> Leopards Drum (Cycle 1)</p> <p>Traditional tales from around the world Animal Patterns African Animals</p>	<p><b>Books:</b> Bog Baby (Cycle 1)</p> <p>The Great Outdoors A walk in the woods Life in the Pond Growing and Lifecycles Naming plants and flowers Weather and seasons Planting sunflowers</p>	<p><b>Books:</b> The Snail and the Whale (Cycle 1) Billy's Bucket (Cycle 2) Sea life habitats Making maps Journeys and transport Comparing different environments</p>
<p><b>Our Curriculum Drivers</b></p>	<p><b>Community</b></p>		<p><b>Possibilities</b></p>		<p><b>Responsibility</b></p>	
<p>We have 3 curriculum drivers that shape our curriculum. They come from an exploration of the backgrounds of our pupils, our beliefs about high-quality education and our values.</p>	<p>The local unique environment and the deep sense of local community plays an important role in the life a child at TRF and is the bedrock to family and school life. We want children to understand the history of the community, and also appreciate the rich cultural diversity within it today. We strive for all children to have a strong sense of pride in their locality and the people within it. We enjoy giving back to our community and aim for our children to be able to contribute positively to their local area. By being part of, and contributing to a strong local community, children will develop into positive citizens within the global community as they grow in to adults.</p>		<p>Teachers and parents need to have high aspirations for the children. Children need to feel confident and have high aspirations for themselves. They need to believe that anything is possible. To do this they have to have a good understanding of what is beyond school and develop a solid work ethic in order to get there. Informing children of the possible job roles, vocations and opportunities in society and the path they need to take to fulfill these ambitions is an integral part of school life. Small steps lead to bigger strides towards reaching goals.</p>		<p>We strive for children to have a strong sense of themselves and to understand what is right and wrong and why. We help children to relate to and help others: acting on somebody else's behalf if they need it. Alongside this we believe that children should have a strong sense of responsibility and duty to the world in which they live and to protect, sustain and future proof our environment. Even the smallest act can make a difference.</p>	

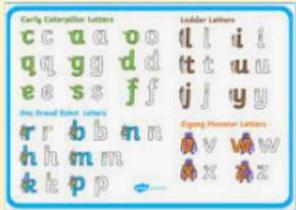
	AUTUMN		Spring		Summer	
	Rhyme time	Let's celebrate	People who help us	You Can't catch me/Traditional tales	Changes/Growing	Our Wonderful world
CL F1 steps of progress	<ul style="list-style-type: none"> <li>Look at an adult when they are talking to me.</li> <li>Sit and listen to a short story (5 mins)</li> <li>Can retain attention during a short adult input time.</li> <li>Copy simple actions when singing a nursery rhyme.</li> <li>Can join in with familiar nursery rhymes</li> <li>Can follow and understand a simple instruction e.g. wash your hands</li> <li>Can use non-verbal language and some words to communicate needs.</li> </ul>	<ul style="list-style-type: none"> <li>Retain attention for a longer period of adult input time.</li> <li>Enjoys listening to longer stories</li> <li>Can sing a variety of nursery rhymes now</li> <li>Can understand and follow 2 part instructions: Get your coat and wait at the door.</li> <li>Can understand action words by pointing to the right picture in a book: whose jumping?</li> <li>Can speak in sentences linking 5 words together</li> <li>Use pronouns me</li> <li>Respond to questions who and what.</li> <li>Follow the school behaviour system without prompts.</li> <li>Respond to a peer using words</li> </ul>	<ul style="list-style-type: none"> <li>Can show understanding of simple questions, what, where &amp; who</li> <li>Can sing a large repertoire of songs with actions</li> <li>Can talk about a familiar book and retell parts of it to the adult</li> <li>Is using longer sentences of 4-6 word</li> <li>Can initiate a conversation with a friend</li> <li>Beginning to show they can carry on a conversation taking turns</li> </ul>	<ul style="list-style-type: none"> <li>Can make relevant comments in class discussions</li> <li>Talks about a familiar book with confidence</li> <li>Showing they can continue a conversation with a friend</li> <li>Can understand and answer, what, where &amp; who questions</li> <li>Can sing a range of familiar songs confidently</li> <li>Is using longer sentences with increased vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Speak about themselves in the first person</li> <li>Uses some plurals and tenses correctly</li> <li>Can now answer why questions</li> <li>Can follow instructions quickly and confidently</li> <li>Answers simple questions about what has happened in a story or about what they notice</li> <li>Confidently using new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Starting to use the word because to explain</li> <li>Uses talk to organise themselves or their play "let's get on a bus, you sit there.....I'll drive the bus"</li> <li>Can ask questions</li> <li>Engages in a short conversation with adults and peers about something that is directly relevant to them</li> <li>Is understood by an adult</li> <li>Confidently using new vocabulary in the right context</li> </ul>
How?	Form positive relationships with new children Gradually increase the length of stories and adult input sessions Introduce school behaviour system and be consistent in your approach Daily singing and rhymes-sent home to consolidate learning Singing register Daily story Quality texts to deliver literacy inputs Playing alongside the children to develop language Use visual clues to support instructions. Use visuals during teaching sessions to aid understanding and make connections. Phase 1 phonics activities-tuning into sounds		Lots of opportunities to develop their speaking and language skills through: Language games & interventions talk partners strategic questioning during adult inputs singing register Daily singing and rhymes-sent home to consolidate learning Quality daily story Quality texts to develop language and questioning skills Visuals to support understanding and make connections Opportunities within the classroom to develop their own narratives Phase 1 phonics activities-tuning into and using sounds		Lots of what, where, why, and how questions linked to themes and topics. Model the art of conversation within play Quality daily story Talk partners Language interventions Daily singing and rhymes-sent home to consolidate learning Model the use of because in different situations Strategic questioning during adult inputs. Opportunities within the classroom to develop their own narratives Phase 1 phonics-recognising letters & blending skills	
	AUTUMN		Spring		Summer	
	Super Star Me	Families and Communities	Once upon a time Down on the farm	A rumble in the jungle	Pond life	Where in the world shall we go?

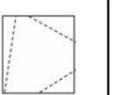
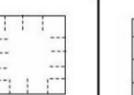
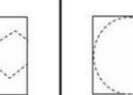
<b>CL F2 steps of progress</b>	<ul style="list-style-type: none"> <li>• Talk about themselves in the first person</li> <li>• Can answer simple questions about themselves</li> <li>• Follows rules and instructions; including 2 step instructions</li> <li>• Listens attentively to stories</li> <li>• Using learnt vocabulary during hands on experiences</li> <li>• Asks simple functional questions: what/where e.g. where is my peg</li> <li>• Contributes relevant comments in discussions</li> <li>• Confidently answers the register, makes choice for lunches and asks for help</li> <li>• Joins in with weekly singing session and shows enjoyment</li> <li>• Engages with and can talk about familiar books, fiction and non-fiction, during carpet times</li> <li>• Engages in short conversations with adults and peers about something relevant to them</li> </ul>	<ul style="list-style-type: none"> <li>• Follows listening rules and can talk about what they have been told</li> <li>• Using learnt vocabulary in discussions</li> <li>• Asks a range of questions linked to learning focus</li> <li>• Uses talk to communicate needs, news, feelings and ideas.</li> <li>• Speaks confidently in sentences connecting 2 ideas</li> <li>• Tell others about experiences outside of school e.g. Bonfire Night, Diwali, birthdays, Christmas</li> <li>• Uses manners e.g. please, thank-you, excuse me</li> <li>• Listens to stories and can recall the main events</li> <li>• Accurately sings songs and rhymes we have learnt this term</li> <li>• Engages with books during provision</li> <li>• Can briefly describe how they carried out an activity or made a mode</li> <li>• Can speak in sentences of 4-6 words</li> <li>• Can use the word 'because'</li> </ul>	<ul style="list-style-type: none"> <li>• Ask functional who/when/why questions e.g. why is outside closed?</li> <li>• Discusses new vocabulary from our key text during focused times</li> <li>• Can recall an experience in sequence adding details or answering others questions</li> <li>• Enjoys being part of conversations and discussions and use new vocabulary in context</li> <li>• Can organise thinking and play using talk</li> <li>• Talk about how things work</li> <li>• Uses a story map to retell a familiar story</li> <li>• Makes predictions about what will happen</li> </ul>	<ul style="list-style-type: none"> <li>• Can switch attention from one task to another</li> <li>• Accurately sings/recites poems, rhymes and songs we have learnt this term</li> <li>• Asks who/when/why questions to find out more.</li> <li>• Uses new vocabulary in different contexts</li> <li>• Can solve problems with peers using talk</li> <li>• Adapts story map to retell a familiar story</li> <li>• Looks at non-fiction books linked to learning and can talk about their knowledge</li> <li>• Can listen to whole school collective worship and recall some of the themes and comments at a later stage.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens attentively during whole class inputs</li> <li>• Contributes to group discussions with their own ideas</li> <li>• Holds structured conversations in a small group with an adult</li> <li>• Can talk about new vocabulary and what it means</li> <li>• Talks about why things happen</li> <li>• Can correct use of tense when modelled by a teacher</li> <li>• Is beginning to use tense correctly when discussion past/present/future events</li> </ul>	<ul style="list-style-type: none"> <li>• Listens attentively outside the classroom environment e.g. visitors, assembly</li> <li>• Contributes to whole class discussions expressing their views/feelings</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Holds conversations with peers during play</li> <li>• New vocabulary and knowledge of books and rhymes are evident in small group and whole class discussions</li> <li>• Can offer explanations for why things might happen making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems</li> </ul>
	<b>How?</b>	<p>Display listening rules and refer to them during carpet times Circle times to share experiences outside school e.g. Bonfire Night, Christmas Daily story time – book of the week Non-fiction books carefully planned to cover festivals in Autumn Non-fiction books available in provision Universal: Listening and Attention, Signs and Symbols, Visual Timetable Targeted: SAL (F2)</p>		<p>Investigation station- opportunities to talk about materials similarities and differences Forest school – opportunities to talk about processes Non-fiction books studied and in provision Use of Talk for Writing – story maps and storytelling actions Universal: Listening and Attention, signs and Symbols, Visual Timetable Targeted: SAL (F2)</p>		<p>Opportunities for class discussions and circle time Planned experiences outside of carpet times with familiar adults e.g. pantomimes, visitors, assemblies New vocabulary displayed Forest school – opportunities to talk about processes Floor books used to recall past experiences Universal: Listening and Attention, Signs and Symbols, Visual Timetable Targeted: SAL (F2)</p>
<b>PSED F1 steps of progress</b>	<b>AUTUMN</b>		<b>Spring</b>		<b>Summer</b>	
	<b>Rhyme time</b>	<b>Let's celebrate</b>	<b>People who help us</b>	<b>You Can't catch me/Traditional tales</b>	<b>Changes/Growing</b>	<b>Our Wonderful World</b>
<b>PSED F1 steps of progress</b>	<ul style="list-style-type: none"> <li>• Can settle into the nursery and say goodbye to my family.</li> <li>• Understand stop and no</li> <li>• Begin to follow the nursery rules</li> <li>• Wash and dry own hands</li> <li>• Go to the toilet with limited supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Can start to play alongside other children, sharing and taking turns without an adults help</li> <li>• I can begin to put on my own coat</li> <li>• Go to the toilet independently</li> </ul>	<ul style="list-style-type: none"> <li>• More confident with unfamiliar people</li> <li>• Follow the school behaviour rules consistently</li> <li>• Puts own coat on</li> <li>• Is beginning to share and take turns without an adult now</li> </ul>	<ul style="list-style-type: none"> <li>• Can play with a bigger group of children</li> <li>• Can share and take turns more confidently</li> <li>• Knows why class rules are important</li> <li>• Helps others to make the right decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to make relationships by playing alongside and sharing resources cooperatively</li> <li>• Can initiate a conversation with another child</li> <li>• Reliably follows school rules</li> </ul>	<ul style="list-style-type: none"> <li>• Will confidently talk with adults in the class</li> <li>• Starting to find solutions to conflicts and disagreements. Eg not everyone can be the same character in a game</li> <li>• Can extend their play ideas in a group</li> </ul>

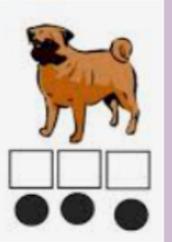
	<ul style="list-style-type: none"> <li>• Can express to an adult in words or actions how I'm feeling</li> <li>• Finds own coat peg</li> <li>• Can name adults in the room</li> <li>• Can choose my own activities with little support</li> <li>• Notices other children around them</li> </ul>	<ul style="list-style-type: none"> <li>• Wash and dry my hands before eating my snack</li> <li>• Put own straw in milk carton</li> <li>• Peel fruit independently</li> <li>• Mostly follows the school behaviour rules</li> <li>• Can express how I'm feeling using words</li> <li>• Beginning to show confidence in a new social situation.</li> <li>• Can begin to tidy away and take care of resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Can tidy away and take care of resources</li> <li>• Can eat their snack independently</li> <li>• Can begin to make friends with another child</li> </ul>	<ul style="list-style-type: none"> <li>• Start to understand other people's feelings</li> <li>• Can now fasten their own coat</li> </ul>	<ul style="list-style-type: none"> <li>• Starting to talk about feelings in simple terms</li> <li>• Able to concentrate for a longer period of time now</li> </ul>	<ul style="list-style-type: none"> <li>• Be assertive towards others if necessary</li> <li>• Able to concentrate in a group situation and participate when prompted.</li> <li>• Can talk about feelings with more confidence</li> </ul>
<b>How?</b>	<p>Well planned transition weeks.          Building positive relationships with adults in the setting          Well planned and labelled environment          Quality modelling of play and use of resources.          Model green behaviour and be consistent in your approach to dealing with negative behaviour          Photographs of classmates to teach peer's names          Visual timetable.          Songs about routines and scenarios-here we go round the mulberry bush/days of the week.          Class mascot to take care of          Kindness awards to promote acts of kindness          Stickers and star of the week awards for positive behaviour and contributions.          Friendship buddies</p>		<p>Start to extend adult input sessions          Building positive relationships with adults in the setting (new starters)          Consistent approach with school behaviour system          Quality play opportunities to engage their interests          Commenting on good sharing and turn taking          Tidy up music and jobs of the week/term          Develop strategies for fastening their coat independently          Class mascot to take care of          Kindness awards to promote acts of kindness          Stickers and star of the week awards for positive behaviour and contributions.          Friendship buddies</p>		<p>Extend adult input sessions          Consistent approach with school behaviour system          Quality play opportunities to engage their interests prompting the use of new vocabulary          Class mascot to take care of          Kindness awards to promote acts of kindness          Stickers and star of the week awards for positive behaviour and contributions.          Friendship buddies          Feelings symbols on display to prompt discussions          Older children to take more responsibility of classroom and daily jobs          Forest school sessions</p>	

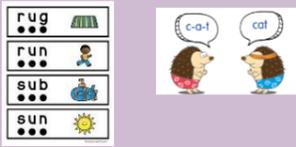
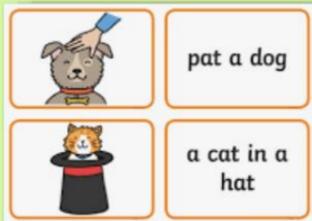
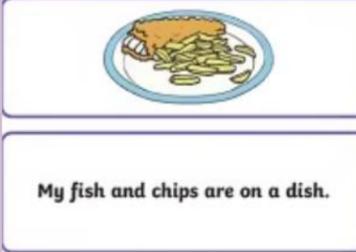
	Autumn		Spring		Summer	
	Super Star Me	Families and Communities	Once upon a time Down on the farm	A rumble in the jungle	Pond life	Where in the world shall we go?
<b>PSED F2 steps of progress</b>	<ul style="list-style-type: none"> <li>• Knows they are part of F2</li> <li>• Knows what colour group they are in</li> <li>• Talks about themselves</li> <li>• Talks about likes/dislikes</li> <li>• Is respectful to adults</li> <li>• Can talk about how they feel and why</li> <li>• Will attempt something independently when prompted</li> <li>• Shares resources with others sometimes with help from an adult</li> <li>• Learns to line up to transition between activities</li> <li>• Uses cutlery to eat with support and modelling</li> <li>• Washes hands after toilet</li> <li>• Toilets self independently</li> <li>• Understands and follows behaviour system (Green behaviour, first/second reminder and red thinking chair)</li> </ul>	<ul style="list-style-type: none"> <li>• Knows they are different to other people</li> <li>• Plays with a wider range of children</li> <li>• Speaks to others kindly</li> <li>• Can talk about the needs and feelings of others and respond appropriately</li> <li>• Will try something first before asking for help even if it is challenging</li> <li>• Can to use words to sort out a problem before seeking help or using actions</li> <li>• Uses cutlery independently to eat their dinner (with help to cut up food)</li> <li>• Follows rules and uses equipment safely</li> <li>• Shares some knowledge of healthy foods</li> <li>• Can Choose it, use it and put it away independently most of the time</li> </ul>	<ul style="list-style-type: none"> <li>• Will attempt a new activity or challenge</li> <li>• Shows pride in their achievements and enjoys adult praise</li> <li>• Can calm down quickly after being upset</li> <li>• Can cut up softer food with cutlery</li> <li>• Knows the importance of exercise to keep fit, can name some forms of exercise</li> <li>• Know how important sleep is and how being tired makes you feel</li> <li>• Follows class rules with little support</li> <li>• Will play in a group of children and is beginning to compromise</li> <li>• Considers other's feeling before saying/doing</li> <li>• Zips/fastens coat independently</li> </ul>	<ul style="list-style-type: none"> <li>• Shows resilience and tries multiple times to achieve something despite challenges (with encouragement)</li> <li>• Can regulate emotions when solving a problem with friends</li> <li>• Makes decisions to gain praise</li> <li>• Cuts up most food with cutlery and eat with minimal spillage</li> <li>• Follows the class rules independently and can talk about their importance</li> <li>• Plays in a group of children and can compromise and co-operate</li> <li>• Listens to others feelings and wishes and will sometimes put others first</li> <li>• Happily waits for their turn with a short delay</li> <li>• Changes for forest school with some support</li> <li>• Persevere with fastenings on coats and clothes and collects</li> </ul>	<ul style="list-style-type: none"> <li>• Manages their emotions in different situations independently.</li> <li>• Knows right from wrong and behaves accordingly</li> <li>• Can wait for what they want and control their immediate impulses, in a range of situations</li> <li>• Explains what they are trying to achieve</li> <li>• Listens to what the teacher says and responds appropriately</li> <li>• Keeps calm and tries again when they find something tricky</li> <li>• Explain our school rules to others</li> <li>• Changes for forest school independently</li> <li>• Can start to manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Is happy and calm most of the time and can self-regulate when needed</li> <li>• Shows care and concern for others</li> <li>• Listens to what the teacher says, responds appropriately even when engaged in an activity.</li> <li>• Can follows more complex instructions</li> <li>• Perseveres with a challenge until it is achieved</li> <li>• Can talk about our rules and why we have rules</li> <li>• Changes clothes for different weathers and look after belongings</li> <li>• Can manage hygiene needs independently</li> <li>• Talks about how to stay healthy and safe</li> <li>• Plays cooperatively with peers, listening and responding to ideas</li> </ul>

	<ul style="list-style-type: none"> <li>• Can choose it, use it and put it away with support</li> <li>• Initiates interactions with other children</li> <li>• Can start to find solutions to conflicts and rivalries independently</li> </ul>	<ul style="list-style-type: none"> <li>• Understands their needs cannot always be immediately met</li> <li>• Zips coat up with a little support</li> <li>• Can wait to be chosen before calling/shouting out</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses how to stay safe online</li> <li>• Explains how to keep safe near a road</li> </ul>	their possessions for home time	<p>the importance of healthy food choices</p> <ul style="list-style-type: none"> <li>• Works as a team to achieve a goal, listening to friends</li> <li>• Has certain friends they return to play with but will happily play with others</li> </ul>	<ul style="list-style-type: none"> <li>• A warm response is evident towards peers and familiar adults</li> </ul>
<b>How?</b>	<p>Well planned transition weeks  Clear and modelled rules and routines  Tidy up music used consistently and rewards given for participation  All about me topic: opportunities to talk about family, likes/dislikes, how to keep healthy and safe  Learning about other cultures and communities  Use of Jigsaw – stories around starting school, worries, separation  Adults modelling use of cutlery at lunchtime</p>		<p>Safer Internet Day 7<sup>th</sup> February 2023  Internet safety week  Forest school sessions  Modelling how to compromise and solve problems using words</p>		<p>Encouraging children to set goals and targets  Quality provision provides opportunities for collaborative play  Adults modelling collaborative play during free flow  Carpet and listening rules  Provide opportunity for collaboration during carpet times  Forest school</p>	

	Autumn		Spring		Summer	
	Rhyme time	Let's celebrate	People who help us	You can't catch me/Traditional tales	Changes/Growing	Our Wonderful world
<b>PD F1 steps for progress</b>	<ul style="list-style-type: none"> <li>Hold glue stick in one hand and use to create a sticky picture</li> <li>Know how to wind the glue stick and apply lid.</li> <li>Hold paintbrush and explore making large strokes</li> <li>Fix together 2 or 3 block of Duplo/stickle bricks</li> <li>I can mark make using writing tools on a large scale</li> <li>Climb stairs/apparatus using alternate feet</li> <li>Joins in with some actions when singing rhymes</li> <li>Walk with control and coordination</li> <li>Pours sand from one container to another with some control</li> <li>Throw a large ball</li> <li>Can move to a simple action –hopping, skipping etc.</li> </ul>	<ul style="list-style-type: none"> <li>Hold scissors in one hand and make snips in paper</li> <li>Build a tower of Duplo/stickle bricks and be able to take apart</li> <li>Transitioning beyond a palmer grip when mark making</li> <li>Able to zip up a coat when the zip is engaged</li> <li>Able to feed myself using a fork</li> <li>Copy and perform actions with some coordination when learning a dance routine</li> <li>Run, jump and hop with control and coordination</li> <li>Throw and catch a large ball</li> <li>Carry and move large equipment with support from an adult</li> <li>Pours water from one container to another with some control</li> </ul>	<ul style="list-style-type: none"> <li>Copy how resources are used at the creation station and workshop</li> <li>Uses a knife and fork to cut up dough</li> <li>Mark making freely using both hands using pencils, felt tips, chalk or paint</li> <li>Uses a glue stick, paintbrush and runny glue with some control</li> <li>Puts coat on using strategies taught</li> <li>Hop on one leg</li> <li>Can move on scooters or balance bikes with some wobbling</li> <li>Developing balance travelling on a bench</li> <li>Can climb up stairs or apparatus using alternate feet</li> <li>Carry and move large equipment with support from a peer</li> </ul>	<ul style="list-style-type: none"> <li>Choose from a small selection of resources what is needed for my plan e.g. sticking boxes together</li> <li>Use a knife and fork to cut up soft food with support</li> <li>Showing preference for a dominant hand</li> <li>Uses scissors to make snips in paper with control</li> <li>Attempts to zip up coat before asking for help</li> <li>Begins to skip</li> <li>Developing balance travelling on the balance beam</li> <li>Travels in different ways across a bench</li> <li>Demonstrates ball skills in a simple game</li> <li>Can remember a sequence of movements which are related to music and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Manipulates dough using rolling pins, cutters and scissors</li> <li>Draws with some control using a comfortable pencil grip</li> <li>Joins in physical team activities and begins to understand the rules</li> <li>Changes shoes for wellies in forest school.</li> <li>Follows a repetitive dance sequence when singing a familiar song e.g. heads, shoulders, knees and toes</li> <li>Choose from options to decide how to move</li> <li>Moves confidently on scooters and balance bikes</li> <li>Demonstrates hand eye coordination when rolling, throwing and catching in a focused PE session</li> <li>Makes wide and tall shapes with body</li> </ul>	<ul style="list-style-type: none"> <li>Able to use Sellotape dispenser</li> <li>Uses pipettes in water</li> <li>Draws and makes marks for writing with some control using a comfortable pencil grip</li> <li>Replicates physical team activities with peers</li> <li>Gaining independence when changing clothes for Forest School</li> <li>Repeats familiar repetitive dance sequences independently</li> <li>Moves appropriately for a task</li> <li>Balances along a bench that is elevated</li> <li>Demonstrates hand eye coordination when playing with a ball in provision</li> <li>Stands on one leg for a short amount of time</li> </ul>
<b>How?</b>	<p>Squiggle while you Wiggle Dough gym Fine motor activities-cutting, threading, tweezers etc. Guided Drawing – drawing me, drawing my family, Colouring Chalks Painting-brushes and fingers Investigation area-switches, buttons, knobs &amp; levers Model pencil grip Small construction on offer in provision Bikes and scooters Climbing frame with steps and climbing wall Mini movers-dance routines, yoga and co-ordinated activities Tummy writing with large paper and mark making resources Tracing name using little Wandle formation rhymes-Autumn 2</p> <p><b>Weekly PE focus: travelling and moving/dance</b></p>  		<p>Squiggle whilst you wiggle/ Dough gym Tracing Name Copying Letters from Name Mastering pencil grip Using different pens/pencils Writing in sand Using paintbrushes Knives and Forks Scissor skills Lego Peg Boards Elastic bands Guided drawing - Drawing transport, Drawing characters from stories Making marks for a purpose: tickets, shopping lists, maps, badges, drawing characters from tales Wheeled toys day Mini movers-dance routines, yoga and co-ordinated activities Number writing using formation rhymes 4 &amp; 5</p> <p><b>Weekly PE Focus: Apparatus &amp; gymnastics Showing good control moving across, up and down steps, ladders, benches and A frames with control. Learning to jump correctly from an A frame</b></p>  		<p>Squiggle Whilst you Wiggle Environment enables using tools: Spades, jugs, knives and forks, scissors, paintbrushes, Sellotape, pipettes Name writing Introduce letters from Little Wandle scheme Recognise Letters by introducing formation rhymes Lego Peg Boards Elastic Bands Mastering correct Pencil grip Making marks for a purpose: Making passports, Plant labels. Guided Drawing: observational drawing of plants and animals Wheeled toys day Mini movers-dance routines, yoga and co-ordinated activities Number writing using formation rhymes 4 &amp; 5</p> <p><b>PE Focus: Team Games/preparing for sports day</b></p>  	

	Autumn		Spring		Summer											
	Super Star Me	Families and Communities	Once upon a time Down on the farm	A rumble in the jungle	Pond life	Where in the world shall we go?										
<b>PD F2 steps for progress</b>	<ul style="list-style-type: none"> <li>Able to walk, jump, roll, crawl, run and climb.</li> <li>Sits on the floor with a good posture.</li> <li>Uses pencils and paintbrushes with some control</li> <li>Shows strength, coordination and balance when negotiating equipment and people</li> <li>Can use trikes or balance bikes confidently</li> <li>Can begin to use a tripod grip</li> <li>Forms some letters from name correctly</li> <li>Lines up for transition times</li> <li>Use scissors to make snips and straight lines</li> </ul>	<ul style="list-style-type: none"> <li>Able to hop, skip, slide and jump</li> <li>Combines different movements when performing dances for performance</li> <li>Uses cutlery to cut up some foods</li> <li>Hold scissors correctly and use them to follow a curved line</li> <li>Safely uses large and small apparatus when playing outside in provision.</li> <li>Moves with coordination and agility.</li> <li>Shows some coordination with catching a ball</li> <li>Forms some letters correctly</li> <li>Forms some numbers correctly</li> <li>Beginning to manage needs at lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>Uses pencils, paintbrushes, scissors and cutlery safely</li> <li>Can use a tripod grip in almost all cases</li> <li>Travels across and climbs onto equipment confidently, demonstrating balance.</li> <li>Moves at speed and avoids obstacles</li> <li>Sits on a chair at a table with a good seated posture</li> <li>Finds a safe space in PE without support</li> <li>Confidently engages in other activities which involve a ball</li> </ul>	<ul style="list-style-type: none"> <li>Uses pencils and paintbrushes to ensure their pictures are completed to the best of their ability</li> <li>Uses scissors and cutlery competently and confidently.</li> <li>Follows Little Wandle letter formation in order to write letters accurately.</li> <li>Form numbers correctly</li> <li>Jumps off equipment with control</li> <li>Rolls with control</li> <li>Moves with increasing fluency, coordination and grace when following a sequence of moves</li> <li>Can throw, kick, catch and pass a large ball</li> </ul>	<ul style="list-style-type: none"> <li>Holds a pencil effectively using a comfortable grip and the correct pressure</li> <li>Uses a range of one handed small tools effectively</li> <li>Draws identifiable pictures</li> <li>Negotiates space avoiding obstacles</li> <li>Moves energetically – running, hopping, skipping, dancing and climbing</li> <li>Can confidently kick, catch and throw using a ball</li> </ul>	<ul style="list-style-type: none"> <li>Holds a pencil effectively and can form most letters correctly</li> <li>Uses cutlery, scissors and paintbrushes for a variety of activities</li> <li>Draws with accuracy and care, including details</li> <li>Negotiates space avoiding moving objects or people</li> <li>Demonstrates strength, balance and coordination when playing</li> <li>Can pass, bat and aim using a ball</li> </ul>										
<b>How?</b>	Play dough daily in outside provision Name writing opportunities Using tools in provision: Cutlery, pencils, paintbrushes, scissors Daily handwriting Guided Drawing and Painting Phonics sessions 'Apply' Writing for a purpose: Cards, Lists for Santa, Labels for people, places and presents, Bike ability Sessions in Autumn 1 PE Focus: Listening Games, Dance Listening games: Traffic lights, Bean games, Stuck in the mud Warm up activities: Jumping, hopping, skipping, running, crawling Learning set moves Learning a sequence of moves		Play dough daily in outside provision Name writing opportunities Using tools in provision: Cutlery, pencils, paintbrushes, scissors Daily handwriting Guided Drawing and Painting Phonics sessions 'Apply' Writing for a purpose: Maps, signs for community, Shopping lists, Story maps, Writing captions, Recipes, Warning posters, Instructions, Thankyou cards  PE Focus: Gymnastics and large apparatus Rolling Balancing Climbing Jumping Introducing gymnastic large apparatus and how to safely put equipment away Noticing effect of activity on our body		Play dough daily in outside provision Name writing opportunities Using tools in provision: Cutlery, pencils, paintbrushes, scissors Daily handwriting Guided Drawing and Painting Phonics sessions 'Apply' Writing for a purpose: Non-fiction writing, Diagram labelling, Map labelling, Instructions, flip-flap books, story maps,  PE Focus: Ball skills, Multi-skills, Team Games Ball skills: throwing, catching, kicking, passing, batting, aiming Ball games: Football, Basketball, Sports Day – Practising Good sportsmanship Noticing effect of activity on our body											
																

	Autumn		Spring		Summer	
	Rhyme time	Let's celebrate	People who help us	You can't catch me/Traditional tales	Changes/Growing	Our Wonderful world
Phonics F1	<p>Listening and Attention Environmental Sounds</p> 	<p>Body percussion</p> 	<p>Instrumental Sounds</p> 	<p>Rhythm and Rhyme</p> 	<p>Alliteration</p> 	<p>Oral Blending and Segmenting</p> 
Literacy F1 steps for progress	<ul style="list-style-type: none"> <li>• Copy simple actions when singing a nursery rhyme</li> <li>• Notices name on peg and name template</li> <li>• Joins in with singing the register.</li> <li>• Match, copy and name environmental sounds.</li> <li>• Mark makes with a variety of tools</li> <li>• Enjoys sharing books with an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Sing most words of 1 nursery rhyme.</li> <li>• Notices print in books and signs/symbols in environment</li> <li>• Repeats words or captions from familiar stories in play</li> <li>• Respond to a peer or adult with words when looking at a story.</li> <li>• Uses body to make different sounds</li> <li>• Claps and counts syllables in name</li> <li>• Gives meaning to drawing</li> <li>• Beginning to give meaning to marks</li> <li>• Writes first letter of name.</li> <li>• Tracing their name</li> <li>• Copy sound talk actions</li> <li>• Tuning into sounds especially initial sounds-their name/animal names</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys looking at books independently in the reading area</li> <li>• Points from left to right when reading visual timetable</li> <li>• Names front cover of a book.</li> <li>• Names instruments</li> <li>• Joins in with a rhythm</li> <li>• Talk and respond for a few turns in a simple conversation during a focused Story time</li> <li>• Tuning into initial sounds-children's names, animals with more confidence</li> <li>• Give meaning to the marks made</li> </ul>	<ul style="list-style-type: none"> <li>• Tracks print in books from left to right</li> <li>• Recognises rhyme and starts to use it in play or singing opportunities</li> <li>• Uses new vocabulary</li> <li>• Copies some recognisable letters from first name</li> <li>• Gives more meaning to marks for writing</li> <li>• Shows understanding of story structures</li> <li>• Counts and claps out syllables in words</li> </ul>	<ul style="list-style-type: none"> <li>• Turns pages from the beginning of a book when reading independently</li> <li>• Hears first sound in words</li> <li>• Says words that have the same initial sound</li> <li>• Forms some recognisable letters from names using name card</li> <li>• Enjoys listening to stories and joins in with repeated refrains</li> <li>• Can sing a variety of familiar songs now</li> <li>• Uses pictures to tell you something about a story</li> </ul>	<ul style="list-style-type: none"> <li>• Orally blends simple words and match it to a picture</li> <li>• To recognise the sounds each letter makes</li> <li>• Talk about familiar books in provision</li> <li>• Use vocabulary from the theme /topic we have learnt</li> <li>• Write some or all first name without name card</li> <li>• Independent mark making shows some knowledge of emerging writing</li> <li>• Can easily discriminate between sounds when playing listening games.</li> <li>• Knows that print carries meaning and how to handle books correctly</li> </ul>
How?	<p>Rhyme of the week-links sent home for continuity Quality texts Name recognition First letter tracing and name tracing (Autumn 2) Mark making using paintbrushes and water, pens, chalks, pens taped to small world characters Fine motor activities Guided drawing High quality mark making opportunities Squiggle While You Wiggle Dough gym Tummy writing with large paper inviting book area for sharing books phase 1 phonics Little Wandle-tuning into sounds</p>		<p>Name tracing Writing initial letters from their name on their work Fine motor activities Rhyming soup Squiggle while you wiggle Dough gym Shared writing in meaningful contexts Focused drawing in meaningful contexts High quality mark making opportunities Quality texts with engaging stories Phase 1 phonics Singing, rhymes and introducing syllables in games Language games and interventions</p>		<p>Name copying Independent name writing Kim's game (alliteration) Dough gym Rhyme of the week Quality texts with engaging stories Fine motor activities Shared writing in meaningful contexts Squiggle While You Wiggle Focused drawing in meaningful contexts Phase 1 phonics-recognising letters and blending Language games and interventions</p>	

	Autumn		Spring		Summer	
	Super Star Me	Families and Communities	Once upon a time Down on the farm	A rumble in the jungle	Pond life	Where in the world shall we go?
Phonics F2	Phase 2 	Phase 2 	Phase 3 	Phase 3 	Phase 4 	Application of phase 3 and 4 
Literacy F2 steps for progress	<ul style="list-style-type: none"> <li>Hears initial sound consistently</li> <li>Can write some recognisable sounds including those in their own name</li> <li>Beginning to orally blend and segment</li> <li>Reads 'speedy sounds' in line with phonics program</li> <li>Points 1:1 to words when reading phonics reading book</li> <li>Can copy and rehearse dictated word or phrase</li> </ul>	<ul style="list-style-type: none"> <li>Reads all phase 2 graphemes</li> <li>Recognise first 8 phase 3 GPCs</li> <li>Blends CVC words using known GPCs</li> <li>Segments CVC words to write</li> <li>Reads phase 2 'tricky words' in line with phonics program</li> <li>Reads phonics reading book using blending as their first strategy</li> <li>Writes first name accurately</li> <li>Can say what they want to write and orally rehearse it</li> </ul>	<ul style="list-style-type: none"> <li>Continues to learn graphemes in phase 3</li> <li>Reads simple words containing phase 3 graphemes, digraphs, trigraphs.</li> <li>Recall digraphs and trigraphs taught</li> <li>Reads some fluency words in line with phonics program</li> <li>Talks in full sentences about a key character from a text</li> <li>Writes both names using good letter formation</li> </ul>	<ul style="list-style-type: none"> <li>Reads most phase 3 digraphs and trigraphs</li> <li>Reads most phase 2 and 3 fluency words in line with phonics program</li> <li>Reads simple phonetically decodable phrases and sentences</li> <li>Reads books with a range of phase 2 and 3 CVC words and tricky words and shows an understanding of what has been read</li> <li>Re-read books to develop fluency and understanding.</li> <li>Talks in full sentences about key events from a text</li> <li>Can begin to write 3 – 4 word sentences that themselves and others can read</li> <li>Forms most upper and lowercase letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Say a sound for each letter of the alphabet</li> <li>Read words consistent with their phonics knowledge using soundtalk to blend</li> <li>Anticipates key events in stories</li> <li>Use and understand vocabulary during discussions about books rhymes and poems we have read</li> <li>Spells words consistent with their phonics knowledge using segmenting</li> </ul>	<ul style="list-style-type: none"> <li>Say at least 10 digraphs</li> <li>Reads simple sentences and books consistent with phonics knowledge</li> <li>Reads a range of common exception words by sight.</li> <li>Retell stories and narrative using their own words and recently introduced vocabulary</li> <li>Use and understand vocabulary during role play</li> <li>Write recognisable letters, most of which are correctly formed</li> <li>Can spell words by identifying the sounds in them and representing the sounds with a letter or letters</li> <li>Writes simple phrases and sentences that can be read by others</li> </ul>
How?	Daily name writing intervention Daily Story time 1:1 reading Letter formation practise Shared and guided reading High quality independent writing opportunities in provision Daily handwriting and finger gym High quality and inviting book corners		Daily name writing intervention Daily Story time 1:1 reading Letter formation practise Shared and guided reading High quality independent writing opportunities in provision Daily handwriting and finger gym High quality and inviting book corners		Daily name writing intervention Daily Story time 1:1 reading Letter formation practise Shared and guided reading High quality independent writing opportunities in provision Daily handwriting and finger gym High quality and inviting book corners	

**The Books we are reading**

The following list of books is a starting point. Books will be added to themes according to children's preference and as new literature is discovered.  
See topic specific book progression.

**Autumn**



**Spring**



**Summer**



	Autumn		Spring		Summer	
	Rhyme time	Let's celebrate	People who help us catch me/Traditional	You can't catch tales	Changes/Growing world	Our wonderful
F1 Maths steps of progress	<ul style="list-style-type: none"> <li>Recites numbers 0, 1, 2 and 3</li> <li>Shows finger numbers 0 and 1</li> <li>Active counting – clap a set up to 3</li> <li>Use fingers to represent numbers up to 3.</li> <li>Sorts objects into 'big' and 'small'</li> <li>Learn about colours</li> <li>Match with colours</li> <li>Sort and match by shape</li> <li>Sequences 2 events in everyday context e.g. visual timetable</li> <li>Use the vocabulary big and small</li> </ul>	<ul style="list-style-type: none"> <li>Sorting by different rules, size, colour, shape</li> <li>Subitises up to 1 or 2 objects</li> <li>Knows that the last number reached when counting a small amount tells you how many there are ( cardinal principle)</li> <li>Explore shapes in provision</li> <li>Understands position through words and actions 'on top' and 'underneath'</li> <li>Uses words 'big' and 'small'</li> <li>Uses some number names in language and play.</li> <li>Notices patterns</li> <li>Sequences 2 fictional events</li> <li>Compare amounts, saying 'lots', 'more' or 'same'</li> </ul>	<ul style="list-style-type: none"> <li>Accurately counts with 1:1 correspondence 1-5</li> <li>Recognises numerals 0,1,2</li> <li>Beginning to learn that the small numbers e.g 3 can be composed of smaller numbers – 1 and 1 and 1</li> <li>Confidently recites numbers 0 – 5 and starting to count to 10.</li> <li>Start to experiment with own symbols representing amounts and numbers</li> <li>Completes an insert jigsaw by selecting the correct shape.</li> <li>Compares 2 different objects of different lengths</li> <li>Uses words 'on top' and 'underneath'</li> </ul>	<ul style="list-style-type: none"> <li>Shows finger numbers 0 – 5</li> <li>Recognises when 2 groups have the same number objects</li> <li>Subitise up to 3 objects.</li> <li>Gaining confidence with counting out groups of numbers to 5.</li> <li>Selects correct shapes when building 3d structures</li> <li>Combines shape tiles to make pictures and new shapes.</li> <li>Understands 'in front' 'next to' and behind without actions</li> <li>Use the language of long and short-</li> <li>Sequence 3 pictures from a story they have listened to or a past event</li> </ul>	<ul style="list-style-type: none"> <li>Confidently uses the cardinal principle when counting a small group of objects</li> <li>Recognises numbers 0 – 5</li> <li>Beginning to use a 5 frame.</li> <li>Subitise confidently 3 objects.</li> <li>Understands numerals and amounts can be recorded.</li> <li>Through play, begin to understand that numbers are made up of other numbers.</li> <li>Compares quantities using 'more than' and 'fewer than'</li> <li>Recites numbers beyond 5 to 10.</li> <li>Use positional language to describe how to get somewhere</li> <li>Uses 'heavier' and 'lighter' when comparing 2 objects</li> <li>Describes the visual timetable using words such as first, next and finally.</li> </ul>	<ul style="list-style-type: none"> <li>Links numerals and amounts up to 5</li> <li>Attempts to record numerals</li> <li>Recites numbers to 10 confidently.</li> <li>Solves real world maths problems up to 5 e.g. I have 5 oranges but one has rolled away.</li> <li>Know that when an item is taken away , this is less than one before.</li> <li>Separates a group of 4 objects in different ways and know that the total is still the same.</li> <li>Groups items in to pairs and twos.</li> <li>Talks about shape using informal and mathematical language</li> <li>Begin to explore 3d shapes select them for a purpose.</li> <li>Uses 'more' and 'less', 'full' and 'empty' when playing in water or sand.</li> <li>Notices, extends, corrects and creates an ABAB pattern.</li> <li>Describes a past event using words such as first, next and finally.</li> </ul>
How?	Quick counting Number rhymes and songs 2D shapes - Shape matching and exploration Coloured objects Inviting maths area-lots of opportunities to sort Finger counting and rhymes-flashing fingers Different sized objects to compare Subitising cards Simple sequencing cards Comparing the size of spoons, toys and clothes Simon says (on top and underneath) Pattern Fish and patterns on wallpaper/wrapping paper		Weekly Maths challenge for home Number rhymes and songs 2D shapes-introduce square, rectangle and pentagon Finger counting and rhymes-flashing fingers Numbers 1-3 to recognise- quick flash Different length objects to compare Subitising cards Objects to sort and arrange consolidate composition of numbers. Inset jigsaws Tangram tiles Teddy hide and seek Sequencing cards Number flashcards		Weekly Maths challenge for home Number rhymes and songs Subitising cards Numbers 1-5 to recognise Number tracing cards Use a 5 frame to represent amounts consistently Model number writing, tally charts, pictorial symbols and methods of recording numbers and amounts Visual timetable to represent the sequence of the day Opportunities for positional language within play 2D & 3D shapes Route to Forest School, the hall and the mobile Teddy hide and seek	

			Bucket scales and seesaw High quality capacity provision Numeral and amount matching
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	Autumn		Spring		Summer	
	Super Star Me	Families and Communities	Once upon a time Down on the farm	A rumble in the jungle	Pond life	Where in the world shall we go?
F2 Maths steps of progress	<ul style="list-style-type: none"> <li>Rote counts 0 – 10</li> <li>Counts actions and sounds</li> <li>Links numeral and amount 0 – 5</li> <li>Compares quantities</li> <li>Compares length</li> </ul>	<ul style="list-style-type: none"> <li>Subitises amounts to 5</li> <li>Explores composition of 5</li> <li>Selects, rotates and manipulates shape tiles</li> <li>Names 2d shapes and some properties</li> <li>Copies and continues repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>Rote counts beyond 10</li> <li>Counts objects with accuracy</li> <li>Subitises to 5 and talks about arrangements</li> <li>Compose and decomposes shapes when using shape tiles</li> <li>Compare weight</li> </ul>	<ul style="list-style-type: none"> <li>Links numeral and amount 0 – 10 and beyond</li> <li>Understands one more and one less</li> <li>Recalls number bonds to 5 and some to 10</li> <li>Explore composition of 10</li> <li>Compares capacity</li> <li>Creates own repeating patterns using different combinations.</li> </ul>	<ul style="list-style-type: none"> <li>Subitises to 5.</li> <li>Automatically recall number bonds to 5</li> <li>Compare quantities up to 10</li> <li>Recall double facts</li> </ul>	<ul style="list-style-type: none"> <li>Talks about the composition of 10.</li> <li>Count beyond 20</li> <li>Explore and talk about odds and evens</li> <li>Distribute quantities equally.</li> </ul>
How?	<p><b>Getting to know me:</b> Baselining  <b>Just like me:</b> Matching, Sorting, Comparing Amounts, Comparing Mass and Capacity, Making Patterns  <b>It's me 1,2,3:</b> Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and Triangles, Spatial Awareness  <b>Light and Dark:</b> Four and Five, One more and One less, Squares and Rectangles, Night and Day</p> 		<p><b>Alive in 5:</b> Composition of 4 and 5, Comparing 5, Comparing Mass and Capacity  <b>Growing 6,7,8:</b> One more and One less, Combining two groups, Length and Height  <b>Building 9 and 10:</b> Number bonds to 10, 3d shape, Pattern</p> 		<p><b>To 20 and beyond:</b> Building numbers beyond 10, Counting Patterns beyond 10, Spatial Reasoning  <b>First, then and now:</b> Adding more, Taking away, Spatial Reasoning  <b>Find my Pattern:</b> Doubling, Sharing and Grouping, Odd and Even, Spatial Reasoning  <b>On the move:</b> Patterns and Relationships, Spatial Reasoning</p> 	

	Autumn		Spring		Summer	
	Rhyme time	Let's celebrate	People who help us	You Can't catch me/Traditional tales	Changes/Growing	Our wonderful world
F1 Past and Present steps of progress	<ul style="list-style-type: none"> <li>Talks about what they looked like in the past –</li> <li>Have an awareness that they can do more for themselves than when they were babies.</li> <li>To look at photos to find out about their past.</li> <li>Be familiar with terms new and old.</li> <li>Learn about the Christmas story and how this was a long time ago</li> </ul>		<ul style="list-style-type: none"> <li>Talks about family history –</li> <li>Be familiar with terms new and old.</li> <li>Have an understanding of the terms yesterday, last week, last year.</li> <li>Look at photos of parents and grandparents when they were young.</li> </ul>		<ul style="list-style-type: none"> <li>Talks about their family and identifies relationships within the direct family –</li> <li>Appreciate that artifacts are old and have been used before.</li> <li>To look at photos to find out about their past.</li> <li>Recognises the difference between themselves now and as a baby –</li> <li>Have an awareness that they can do more for themselves than when they were babies.</li> <li>Can talk about the school day, using the visual timetable –</li> <li>Talks about things that are important to them.</li> </ul>	

<b>How?</b>	Look at old family photos e.g. past christmases baby photos and now photos-make a comparison Christmas books about the nativity story Small world scenes to show the nativity story		Explore jobs people in our family used to do e.g. butchers etc Link family jobs to the topic-People who help us Look at photos of family at past historical events (such as the Queen's golden jubilee)		Look at family photographs and discuss people's roles within the family. Look at baby photos and make comparisons about how they are now Use a daily visual timetable	
	<b>Super Star Me</b>	<b>Families and Communities</b>	<b>Once upon a time Down on the farm</b>	<b>A rumble in the jungle</b>	<b>Pond life</b>	<b>Where in the world shall we go?</b>
<b>F2 Past and Present steps of progress</b>	<ul style="list-style-type: none"> <li>• Can talk about the past using words such as yesterday, last night, last week and before –</li> <li>• Become familiar with and use words and phrases such as – ‘in the past’ or a long time ‘ago’</li> <li>• Remember and talk about significant events in their own experience eg. Birthday.</li> <li>• Know the days in the right order</li> <li>• Know that familiar events occur in the right order</li> <li>• Can start to see the difference between now and the past</li> <li>• Begin to compare and contrast characters from stories set in the past.</li> <li>• Can talk about the people in my family tree</li> <li>• Know and understand that grandparents are older than parents.</li> <li>• Knows about historical events that they have learnt about such as Bonfire Night and Remembrance Day</li> </ul>		<ul style="list-style-type: none"> <li>• Can describe what is the same and what is different about my life and other people (grandparents)</li> <li>• Know that there are ways of finding out about their past, such as asking their parents or looking at photos.</li> <li>• Can describe life in the past when they look at picture and listen to stories</li> <li>• Understand the past through settings characters and events encountered in books read in class and story telling.</li> <li>• Can say what things in the home are the same or different from the past</li> <li>• Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Talk about the past through their experiences.</li> <li>• Know about important people in the community now and in the past</li> </ul>		<ul style="list-style-type: none"> <li>• Can talk about some important people from History that I have learnt about in stories –</li> <li>• Understand the past through settings characters and events encountered in books read in class and story telling.</li> <li>• Begin to understand that the same familiar stories were set in a time before they were born.</li> <li>• Become familiar with and use words and phrases such as – ‘in the past’ or a long time ‘ago’</li> </ul>	
<b>How?</b>	Look at family celebration photos from the past e.g. Mum and Dad's birthdays when they were small Make family trees Discussions about things we can do now and things we could do in the past. Remembrance Day – Why do we wear poppies? Bonfire Night -Who was involved		Look at old photos and maps of our local community Compare communities in the past and our community today		Look at old and new maps and talk about the people who explored and discovered new lands	

	Autumn		Spring		Summer	
	Rhyme time	Let's celebrate	People who help us	You can't catch me/Traditional tales	Changes/Growing	Our Wonderful world
<b>F1 People, culture and communities steps for progress</b>	<ul style="list-style-type: none"> <li>Develop positive attitudes about the difference between people –</li> <li>Talks about their homes and families</li> <li>Knows that not everywhere is the same as where they live.</li> <li>Know that they go to Trent Vale nursery.</li> <li>Being able to find their way around the nursery and school, showing an awareness of where things belong and the people within school.</li> </ul>		<ul style="list-style-type: none"> <li>Talk about different occupations –</li> <li>Talk about where they live.</li> <li>Be able to name some features of the local environment, school, home, park.</li> <li>Continue to develop positive attitudes about the difference between people –</li> <li>Talk about what they see using a wide vocabulary.</li> <li>Identify the main features of their immediate environment</li> <li>Knows that not everywhere is the same as where they live.</li> </ul>		<ul style="list-style-type: none"> <li>Knows there are different countries in the world –</li> <li>Knows that not everywhere is the same as where they live.</li> <li>Talk about what they see using a wide vocabulary.</li> <li>Knows that there are different places in the world through listening to stories.</li> <li>Know that different places can be visited and that they have visited some of these.</li> <li>Looks at photos and can talk about differences they can see e.g. hot weather, different types of houses etc. –</li> <li>Know that they need to wear different clothes to suit the weather.</li> </ul>	
<b>How?</b>	Celebrating Diwali, Harvest Festival, Halloween, Bonfire Night, Christmas, Birthdays It is good to be different – explore similarities and differences between peers e.g. physical appearances, likes and dislikes		Visits from the local community and local heroes (Police, Nurses, Dentists) Role-play inside and outside to explore occupations Celebrating Chinese New Year – differences between Chinese culture and ours e.g. difference in clothes, diet and language		Look at a globe/world map. Explore the concept of countries. Discuss holiday destinations anybody has visited. Look at photographs/non-fiction of a contrasting country (Africa) notice the difference between weather, houses, animals, food.	
	<b>Super Star Me</b>	<b>Families and Communities</b>	<b>Once upon a time Down on the farm</b>	<b>A rumble in the jungle</b>	<b>Pond life</b>	<b>Where in the world shall we go?</b>
<b>F2 People, culture and communities steps for progress</b>	<ul style="list-style-type: none"> <li>Talks about members of immediate family e.g. occupation and appearances –</li> <li>Talk about where they live and know they go to Trent Vale school in Beeston.</li> <li>Name and describe people who are familiar to me e.g. friends, wider families –</li> <li>Talk about how their community and traditions are different around the world.</li> <li>Knows people have different beliefs and celebrate in different ways –</li> <li>Recognises some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction text and (when appropriate maps).</li> </ul>		<ul style="list-style-type: none"> <li>Draws information from a simple map –</li> <li>Identifies the main features of their own immediate environment and recognises some environments that are different to the one in which they live.</li> <li>Be able to talk about their journey to school.</li> <li>Make observations of the local environment.</li> <li>Talks about members of the community –</li> <li>Talk about how their community and traditions are different to others around the world.</li> <li>Understands some places are special to members of the community –</li> <li>Name some features of the local environment, school, home, road, park.</li> </ul>		<ul style="list-style-type: none"> <li>Recognise similarities and differences between life in this country and life in other countries –</li> <li>Know that there are different types of weather and this affects what they can do.</li> <li>Recognise some environments are different to the one I live</li> <li>Describes immediate environment. –</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Knows that the natural world around them changes.</li> <li>Knows some similarities and difference between different religious and cultural communities in this country. -</li> <li>Talk about how their community and traditions are different to others around the world.</li> <li>Explain some similarities and difference between life in this country and life in other countries.</li> </ul>	
<b>How?</b>	Display family photos on Jigsaw display Making family trees – what jobs do our grown ups do? Celebrating new friendships built in our cohort – making cards for each other at special times. Comparing differences and similarities between celebrations (Birthdays, Christmas, Diwali, Halloween, Bonfire night, Harvest festival) Use of non-fiction books to explore how people celebrate.		Visits from the local community and local heroes (Police, Nurses, Dentists) children to reflect on <i>how</i> they help people and aspirations for their future. Visit to the community: Look at maps of our community, making our own maps of where we live, explore old photographs of Beeston to compare and contrast, how did people shop in the past? Use non-fiction books to explore people's roles in the community Visit to the church to celebrate Easter		Explore a world map. Where do we live? What other countries do you know? Learn about a contrasting country (Africa) Explore animals from the contrasting country and their different habitats. Look closely at those countries and their weather, environment and culture. Explore similarities and differences in culture and religion – what festivals are celebrated?	

**Which stories are special and why?**

Look at different celebrations – birthdays/ Easter/ Christmas How does Christmas make us feel?  
 What do we get at Christmas? Look at the story of Jesus’ birth using story props. Jesus as a gift from God.  
 What presents did the wise men give to the baby? What would we give now?

**Which people are special and why?**

Which people are special and why?  
 Children to bring in picture of their family – discuss who they are/ why they are special?  
 Discuss different days across the year that are special – birthdays/ Easter/ Christmas.  
 Learn about other days that are special to other people Diwali, Eid, Chinese New Year.

**What place are special and why?**

Ask pupils to bring in a picture or talk about their own special place and discuss how this place makes them feel. Why is it special?  
 Introduce special places for different religions – a church, a mosque etc. Look at the features of different places of worship during walk around community.

**What times are special and why?**

Spring link. What changes are happening in the natural world – leaves dying but flowers growing. Signs of life and death. At this time of year, we celebrate Easter. Look at Easter story with children. Which symbols are associated with Easter? Can children retell the Easter story?

**Belonging- who are we and how do we belong?**

Who are we and how do we belong? Do we belong at school? What else do we belong to? – Our families? Look at how religious people show belonging – church congregations etc

**Our wonderful world: how can we care for living things and the earth?**

How can we care for living things and the earth? Wider conversation about caring for the planet – environment/ rubbish/ animals etc. How do we show care for others?  
 Different celebrations – Christmas/ Easter/Diwali  
 Relate to the topic and stories to look at religious and cultural differences.

	Autumn		Spring		Summer	
	Rhyme time	Let's celebrate	People who help us	You can't catch me/Traditional tales	Changes/Growing	Our Wonderful world
<b>F1 Natural World steps for progress</b>	<ul style="list-style-type: none"> <li>• Uses senses to explore natural objects –</li> <li>• To use all their senses in hands - on exploration of natural materials</li> <li>• Explores collections of materials with similar or different properties –</li> <li>• To be able to spot the odd one out.</li> <li>• Notices changes –seasonal –</li> <li>• Talks about what they see using a wide vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>• Talks about what they can see –</li> <li>• Expanding their vocabulary</li> <li>• Notices differences in natural objects –</li> <li>• To use all their senses in hands - on exploration of natural materials</li> <li>• Explores how things work –</li> <li>• To repeat play to explore cause and effect</li> <li>• Talks about changes (adult led) -</li> <li>• Talks about what they see using a wide vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>• Talks about what they see using a wider vocabulary</li> <li>• Spontaneously talks about changes –</li> <li>• Understand questions like 'why do you think the caterpillar got so fat?'</li> <li>• Knows how to plant seeds –</li> <li>• To mark make to record</li> <li>• Knows plants need sunshine and water to grow –</li> <li>• Explore how things work.</li> <li>• Understand life cycle of a butterfly and can talk about each stage when looking at a picture –</li> <li>• Understand questions like 'why do you think the caterpillar got so fat?'</li> <li>• Understand life cycle of a sunflower</li> <li>• Explore and talks about pushing and pulling –</li> <li>• I suggest what might be the worst or the best with help.</li> <li>• Talks about differences between materials –</li> <li>• To sort a set of objects by two criteria eg big and small.</li> <li>• Looks after our outdoor plants and any living creatures.</li> </ul>	
<b>How?</b>	<p>Hands on exploration of Autumnal objects: pine cones, conkers, chesnuts, acorns, leaves. Introducing language: round, spikey, smooth. Sorting leaves into colour, shape and size. Sorting vegetables into size, shapes, textures.</p> <p>Notices change in weather – contrast between warmer sunnier days and colder days. What do we wear?</p> <p>Art-using natural materials</p> <p>Investigation station</p>		<p>Changes in trees between winter and spring, change in weather and what we wear.</p> <p>Explore different types of birds, eggs and mammals.</p> <p>Investigation Station: Open ended explorative provision e.g. wind up toys, torches, magnets. How do they work?</p> <p>Art-using natural materials</p>		<p>Weekly Forest school sessions</p> <p>Using binoculars and magnifying glasses to look closely at features</p> <p>Regular opportunity for children to notice changes due to visited the same forest school area regularly.</p> <p>Plant cress seeds, sunflowers and potatoes.</p> <p>Daily watering plants monitors</p> <p>Minibeast hunting – how we look after minibeasts? Picking them up gently, putting them back in the right place.</p>	
	<b>Super Star Me</b>	<b>Families and Communities</b>	<b>Once upon a time Down on the farm</b>	<b>A rumble in the jungle</b>	<b>Pond life</b>	<b>Where in the world shall we go?</b>
<b>F2 Natural World steps for progress</b>	<ul style="list-style-type: none"> <li>• Explores the natural world around them –</li> <li>• By making observations and drawing pictures of animals and plants.</li> <li>• Describes what they see, feel and hear when outside</li> <li>• Can describe their environment and the weather –</li> <li>• To ask questions to clarify their understanding</li> </ul>		<ul style="list-style-type: none"> <li>• Understand the change in seasons between winter and spring</li> <li>• Can confidently talk about how the weather is different throughout the year</li> <li>• Make predictions about materials we use –</li> <li>• To take an interest in the similarities and differences between materials</li> <li>• I suggest what might be the best and worst</li> <li>• Talks about how the natural world looks during these seasons –</li> <li>• To ask questions to clarify their understanding</li> <li>• Can use words like nocturnal, camouflage and predator to describe animals and their habitats –</li> <li>• To ask questions to clarify their understanding</li> <li>• To group items according to their criteria and give reason for their decision</li> </ul>		<ul style="list-style-type: none"> <li>• Makes observations of the natural world around them –</li> <li>• To notice and talk about features and properties and begin to compare</li> <li>• Can talk about the changes in plants and trees throughout the seasons</li> <li>• Draws pictures of animals and plants -</li> <li>• To draw pictures and relating to their context</li> <li>• Can name and describe some plants –</li> <li>• To ask questions about the world around them during hands on exploration</li> <li>• Talks about similarities and differences between the natural world around them and contrasting environments</li> <li>• Understands melting and freezing. –</li> <li>• To repeat play, to explore cause and effect and to talk about what they notice</li> <li>• Talks about the seasons and changes they have observed. –</li> <li>• Explain how things work and why they might happen</li> <li>• Understands life cycle of a frog and a plant. –</li> <li>• To asks questions to understanding their understanding</li> </ul>	

<b>How?</b>	<p>To explore features of Autumn: Autumn treasure hunt, Autumn walk, Autumn crafts, Forest School, Sorting leaves, comparing features of our Forest environment/school environment.  Read Autumn and Winter non-Fiction to inform learning.  Sort celebrations into Autumn and winter – Diwali and Christmas  Observe natural changes between Summer into Autumn and Autumn into Winter. What happens to animals during Autumn? Explore hibernation and migration.  Observational drawing of Stickman cover noticing changes</p>	<p>forest school sessions in our forest school environment.  To explore features of Spring: Hunt for Spring clues, Looking closely at Spring flowers and buds, Explore baby animals, Spring crafts  Read Spring and baby animals Non-Fiction to inform learning.  Compare farm animals and jungle animal habitats and features  Observation drawing of spring flowers/blossom at different stages.</p>	<p>Forest school sessions in our forest school environment.  Explore animals from the pond area and their contrasting habitats.  Look closely at those countries and their weather, environment and culture.  Plant beans and potatoes  Observe roots, stems and leaves growing and purposes of them  Observational drawings of plants and different stages of growing.  Making ice cubes: Leaving them to melt in different environments – which melts fastest?  To explore features of Summer: Weather, Minibeasts, Planting and Growing, Observation of plants and animals  Minibeasts and Summer Non-Fiction book to inform learning  Observe life cycle of bean plant and introduce tadpoles into the environment.</p>
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<b>F2 Computing</b>	<p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>• I know how to follow instructions in the classroom.</li> <li>• I know how to give my own instructions.</li> <li>• I know how to give a beebot an instruction.</li> </ul>	<p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• I know a camera takes a picture.</li> </ul>	<p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>• I know different types of technology e.g. phone, camera, computer, kettle, toaster, oven, etc.</li> <li>• I know a computer or I pad can be turned on and off.</li> <li>• I know we need to be safe when using technology.</li> </ul>
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	Autumn		Spring		Summer	
	Rhyme time	Let's celebrate	People who help us	You can't catch me/Traditional tales	Changes/Growing	Our wonderful world
<b>F1 EAD steps for progress</b>	<ul style="list-style-type: none"> <li>• Explores small world construction and develop pretend play –</li> <li>• Use and experiment with various construction materials</li> <li>• Explores different materials e.g. paper, card, sellophane, tape</li> <li>• Listens to sounds with increasing attention</li> <li>• Copy simple actions when singing a nursery rhyme</li> <li>• Explore instruments</li> <li>• Talks about colour</li> <li>• Sings along to familiar nursery rhymes.</li> <li>• Makes marks with different resources –</li> <li>• To express ideas and feelings</li> <li>• Mark makes freely using paint</li> <li>• Draws and makes marks with some control using comfortable pencil grip</li> </ul>	<ul style="list-style-type: none"> <li>• Takes part in simple pretend play based on everyday experiences.</li> <li>• Uses small world construction to build and balance. –</li> <li>• Join construction pieces together to build and balance</li> <li>• Begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces</li> <li>• Knows what to use some materials for e.g. glue stick</li> <li>• Creates closed shapes with lines e.g. simple face –</li> <li>• Begins to use these shapes to represent objects</li> <li>• Sing most words of 1 nursery rhyme.</li> <li>• Attempts to copy pitch and melody.</li> <li>• Knows how to bang a drum and shake a tambourine.</li> <li>• Explores colour and colour mixing</li> <li>• Nativity performance- learning new songs with actions.</li> <li>• Mini movers-yoga, dance and coordinated activities</li> </ul>	<ul style="list-style-type: none"> <li>• Thinks about what materials they want to use. –</li> <li>• Talk about what I like about my work</li> <li>• Use and experiment with various construction materials</li> <li>• Explores different textures –</li> <li>• Safely uses and explores a variety of tools, techniques and materials</li> <li>• Draws shapes to represent different objects beyond a person –</li> <li>• Gives meaning to marks and tell an adult what they are drawing</li> <li>• Shows happy and sad in drawings and paintings –</li> <li>• Make marks to express their ideas and feelings</li> <li>• Explores colour mixing</li> <li>• Sing 2 rhymes accurately</li> <li>• Plays instruments with increasing control</li> <li>• Mini movers-yoga, dance and coordinated activities</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to develop stories using small world equipment.</li> <li>• Uses small world construction to make a setting for their play</li> <li>• Tells a grown up what they want to make</li> <li>• Tells a grown up the songs they like to listen to</li> <li>• Sings more than 2 rhymes accurately</li> <li>• Shows increasing detail in their drawings –</li> <li>• Draws and makes marks with some control using a comfortable pencil grip</li> <li>• Mini movers-yoga, dance and coordinated activities</li> <li>• To bake using various ingredients with a purpose in mind.-</li> <li>• Use different tools when baking</li> <li>• Know I must wash my hands before cooking</li> </ul>	<ul style="list-style-type: none"> <li>• Developing ideas about what to model, build, draw –</li> <li>• Talk about what I like about my work</li> <li>• Can join different materials together –</li> <li>• Safely uses and explores a variety of tools, techniques and materials</li> <li>• Uses different small construction to make settings for play –</li> <li>• Begin to construct stacking blocks vertically and horizontally, making enclosures and making spaces</li> <li>• Consistently joining in with rhymes and songs during singing sessions</li> <li>• Experiments with instruments to represent living things</li> <li>• Mini movers-yoga, dance and coordinated activities</li> </ul>	<ul style="list-style-type: none"> <li>• Decides what materials to use</li> <li>• Draws with details e.g. arms, legs, facial features –</li> <li>• Gives meaning to marks and tells an adult what they are drawing</li> <li>• Talk about what they notice in a picture</li> <li>• Develops stories using small world equipment</li> <li>• Sings rhymes and songs they know in play</li> <li>• Sings the pitch of a tone to match another person</li> <li>• Makes up own songs, sometimes based on a song they already know</li> <li>• Uses instruments to express feelings and ideas (for example adding instruments to songs)</li> <li>• Mini movers-yoga, dance and coordinated activities</li> <li>• Learn an African dance routine and listen to African music –can we distinguish any instruments</li> <li>• Re-enact a story together as a graduation performance</li> </ul>

<b>How? Being Imaginative and Expressive</b>	<p>Guided drawing Box modelling Environmental sounds Regular singing-rhymes and songs Modelling and exploring instruments in provision Exploring coloured materials and paints in provision Christmas crafts Nativity performance Modelling small construction both indoors and outdoors Role-play: Home corner, , Diwali, Nativity Scene, celebrations , vets Colour mixing – firework pictures and pumpkin painting Pet collages Art using Autumn natural objects(land art) Singing lessons: Autumn songs, All about me, Nursery rhymes, Action songs Mini movers-dance, yoga &amp; coordination activities Guided drawing of self, family, characters and simple animals Model using people and communities small world resources in provision Add personalised small world characters of the children Model using PVA glue, Pritt stick, tape and scissors on box modelling Model using instruments and moving to music on the stage</p>	<p>Regular singing-rhymes and songs Mini movers-dance, yoga &amp; coordination activities Box modelling – model creating for a purpose (for example a house for the three pigs or emergency vehicles) Represent characters from traditional tales and talk about whether they are happy or sad Role-Play Area: Giant’s Castle, Gingerbread man’s journey, Doctors, Fire-fighters, Police Station, Buses and Bus Stops Guided drawing of the gingerbread man characters and emergency vehicles Natural paintbrushes and exploring colouring mixing Instrumental sounds games and instruments during phase 1 phonics Re-enact stories with possible adaptations. Small group baking sessions</p>	<p>Provide different joining tools in a variety of contexts for children to choose from (tape, PVA, Pritt stick when creating leaf crowns at Forest school) Model using natural small world objects to create small world settings during Forest school Provision opportunities that link to rhymes – spiders, guttering and watering cans. Provision that provides a range of choices for materials, colours, joining tools. Pitch matching register Opportunities to listen to African music African dance routine Learning sequencing songs-‘there’s a tiny caterpillar on a leaf’ Mini movers-dance, yoga &amp; coordination activities Nursery graduation performance of Handa’s Surprise</p>
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	Autumn		Spring		Summer	
	Super Star Me	Families and Communities	Once upon a time Down on the farm	A rumble in the jungle	Pond life	Where in the world shall we go?
<b>F2 EAD steps for progress</b>	<ul style="list-style-type: none"> <li>• Listens carefully to music</li> <li>• Explores and engages in music making</li> <li>• Introduces storylines in pretend play (role play or small world)</li> <li>• Joins in with weekly singing session and shows enjoyment</li> <li>• Explores a variety of artistic effects –</li> <li>• Explores colour mixing</li> <li>• Give simple opinions about the work of an artist or designer</li> <li>• Can use moulding tools with malleable materials –</li> <li>• Explore mark making in different ways with a variety of tools</li> </ul>	<ul style="list-style-type: none"> <li>• Explores moving their body to music</li> <li>• Responds to different forms of dance, expressing feelings and responses</li> <li>• Joins in with dance moves when learning the christmas dance</li> <li>• Performs dance in a group (Christmas performance)</li> <li>• Accurately sings songs we have learnt this term</li> <li>• Follows pitch and melody when singing in a group</li> <li>• Uses a variety of artistic effects to express ideas –</li> <li>• Draws with accuracy and care</li> <li>• Holds a pencil effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Moves to and talks about music, expressing feelings and responses</li> <li>• Sings in a group or alone, increasingly matching pitch and following a melody</li> <li>• Creates collaboratively, sharing ideas, resources and skills (small world, construction, painting/box modelling)</li> <li>• Identify, describe and use simple shapes</li> <li>• Talk about what they want to make</li> <li>• Can use a range of tools and select the appropriate tools for the job –</li> <li>• Explore using different materials and joining</li> </ul>	<ul style="list-style-type: none"> <li>• Performs music in a group</li> <li>• Make independent choices about the resources they need and talk about creations –</li> <li>• Understanding that different materials can be combined to create new designs and effects.</li> <li>• Uses previous learning to refine and develop ideas. –</li> <li>• Draws a variety of objects with increased detail and shapes, some based on detailed observations eg arms, legs, facial features</li> <li>• Share creations explaining the processes used.</li> <li>• Develop storylines in pretend play</li> </ul>	<ul style="list-style-type: none"> <li>• Safely uses and explore a variety of tools, techniques and materials –</li> <li>• Chooses construction materials for a purpose</li> <li>• Experiments with colour –</li> <li>• Name and choose colours for a specific purpose</li> <li>• Talk about light and dark colours</li> <li>• Explores colour mixing and talks about colour</li> <li>• Enjoys sharing their creations</li> <li>• Uses props and materials when role-playing characters in narratives or stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiments with design, texture, form and function.-</li> <li>• Make simple repeating patterns using junk printing materials</li> <li>• Explore how natural materials can be used to make simple prints</li> <li>• Share their creations and explain processes they have used</li> <li>• Invent, adapt and recount narratives and stories with peers and teacher</li> <li>• Sings a range of well-known songs</li> <li>• Performs poems and stories with others</li> <li>• Tries to move in time with music</li> </ul>

			<p>techniques to create texture or shape</p> <ul style="list-style-type: none"> <li>Choose construction tools for a purpose</li> </ul>		<ul style="list-style-type: none"> <li>Sings a range of well-known nursery rhymes</li> <li>Performs songs and rhymes with others</li> <li>Select an appropriate tool for the job –</li> <li>Use tools for baking correctly</li> <li>Know I must wash my hands before cooking.</li> </ul>	
<p><b>How?</b></p>	<ul style="list-style-type: none"> <li>Regular music sessions – children to expand knowledge of musical instruments and play in time with beat. Explore volume and speed.</li> <li>Open ended role play (real and fantasy) opportunities on offer daily. E.g. Home corner, Diwali House, Nativity Scene, Santa's Workshop, Stickman story</li> <li>Gradually open and introduce open ended EAD provision.</li> <li>Learning Christmas performance.</li> <li>Self portrait and Stickman drawing conference in sketch books</li> <li>Colour mixing: Colour Monster, Bonfire night</li> <li>Christmas Crafts – children to focus on cutting skills and an artistic skill they have explored in free flow this term.</li> <li>Quality small world provision – adults modelling combining block play and small world play.</li> </ul>	<ul style="list-style-type: none"> <li>Model collaborative play using block play and small world outside and inside.</li> <li>Celebrate and display EAD projects.</li> <li>Guided box modelling to introduce plan and create.</li> <li>Introduce book of the week resources into reading area to encourage storytelling.</li> <li>Link outdoor role-play to topic or theme.</li> <li>Box modelling opportunities: emergency vehicles, 3 pigs houses, drums and musical instruments.</li> <li>Drawing conference in sketch books</li> </ul>	<ul style="list-style-type: none"> <li>Ensure resources are available for children to use and apply techniques they have learnt this year in provision.</li> <li>Ensure a range of tools are always on offer in EAD and dough area.</li> <li>Colour mixing – different shades of green for flora and fauna</li> <li>Opportunities to create art inspired by journeys or travel</li> <li>Ensure small world matches topic and books to encourage small world play.</li> <li>Display maps in environment in floor books and encourage children to refer back to them</li> <li>Create opportunities to create a range of habitats and display in provision</li> <li>Small group baking sessions</li> </ul>			