

Foundation Stage Reception Long Term Planning 2019-2020

Cornerstones objectives

Newsham objectives 30-50

Newsham objectives 40-60

Newsham objectives ELG

	Autumn 1 (8 Weeks 3 rd Sept - 25 th Oct)	Autumn 2 (7 Weeks 5 th Nov – 20 th Dec)	Spring 1 (6 Weeks 6 th Jan - 14 th Feb)	Spring 2 (6 Weeks 24 th Feb – 3 rd Apr)	Summer 1 (5 Weeks 20 th Apr – 22 nd May)	Summer 2 (7 Weeks 1 st Jun – 17 th Jul)
Topic	Are we there yet?	Why do squirrels hide their nuts?	What happens when I fall asleep?	Will you read me a story?	Who lives in a rock pool?/Why do ladybirds have spots?	Why are carrots orange?
School/World Events	Training day (Mon 2 nd Sept) Harvest Assembly Text 2 Parents (EEF trial) Baseline Assessments Parents' Evenings (1 st & 3 rd Oct) Half Term Assessment Diwali (27 th Oct) Halloween (31 st Oct)	Training Day (Mon 4 th Nov) Bonfire Night (5 th Nov) Remembrance Day Assembly (Fri 9 th Nov) Christmas Performances week beginning (Mon 10 th Dec) Children in Need (16 th Nov) Xmas Party (Mon 17 th Dec) Half Term Assessment	Chinese New Year (5 th Feb)	Parents' Evenings (25 th & 27 th Feb) Shrove Tuesday (5 th March) St Patrick's Day (17 th March) Mother's Day (31 st March) Easter Assembly (Wed 3 rd April) Good Friday (19 th April) Termly Assessment	EYFS Profile Assessments Ramadan Begins (5 th May) Summer Fair (Thurs 23 rd May) Training Day (Fri 24 th May) St George's Day (23 rd April)	Father's Day (16 th June) Ramadan Ends (4 th June) EYFS Sports Day (Mon 1 st July) Transition Day (Wed 10 th July) 100% Attendance Reward (Mon 15 th July) Behaviour Reward (Wed 17 th July) EYFS Profile Assessments
Engage	Walk in the local area, railway tracks.	Whitehouse Farm Christmas trip. Local Autumn walk, woodland walk.	Space simulator video.	Visit from a familiar fairytale character.	Beach/rockpool visit.	Local shopping trip/garden centre visit.
	Launch Learning	Launch Learning	Secure Success	Secure Success	Enjoy Enrichment	Enjoy Enrichment
Parent Link	EYFS Curriculum, Child Development & How to Teach Reading in Reception with introduction to Tapestry (26 th Sept) Homework begins (23 rd Sept) Parents' Evenings (Date Oct 1 st and 3 rd)	Christmas Production & Curriculum Day inc opportunity to view Tapestry in school. PCWT - Literacy / Maths drop in sessions (exploration of resources, chance to view Tapestry).	End of Year expectations, assessment and homework meeting with parents.	Easter Curriculum Day PCWT - Phonics / Maths drop in sessions and invites for identified children (exploration of resources, chance to view Tapestry) Parents' Evenings (Date 25 th and 27 th Feb)	PCWT - Phonics / Maths drop in sessions and invites for identified children (exploration of resources, chance to view Tapestry)	Healthy Living Themed Curriculum Day Parent drop in – getting ready for Year 1 (potential?)
Texts	<i>The Journey – Neil Griffiths and Scott Mann</i> <i>Red Lorry, Yellow Lorry! – Richard Scarry</i> <i>The Hundred Decker Bus – Mike Smith</i> <i>The Great Balloon Hullaballo – Peter Bently</i>	<i>Squirrels Busy Day – Lucy Barnard</i> <i>Bear Snores On! – Karma Wilson</i> <i>Stone Soup</i> <i>Pumpkin Soup – Helen Cooper</i> <i>Leaf Man – Lois Ehlert</i> <i>The Busy Little Squirrel – Nancy Tafuri</i> <i>Recipes</i>	<i>How to Catch a Star – Oliver Jeffers</i> <i>When the World is Ready for Bed – Gillian Shields</i> <i>Tell me something before I go to sleep – Joyce Dunbar</i> <i>Papa, Please Get the Moon for Me – Eric Carle</i>	<i>Jack and the Beanstalk</i> <i>Goldilocks and the Three Bears</i> <i>Hansel and Gretel</i> <i>Little Red Riding Hood</i> <i>The Elves and the Shoemaker</i> <i>Rumpelstiltskin</i> <i>Sleeping Beauty</i> <i>Cinderella</i>	<i>By the Sea (Nature Walks) – Clare Collison</i> <i>Somebody Swallowed Stanley – Sarah Roberts</i> <i>Welcome to the Rockpool – Ruth Owen</i> <i>The Very Hungry Caterpillar – Eric Carle</i> <i>Caterpillar, Butterfly – Vivian French</i> <i>The Very Busy Spider – Eric Carle</i>	<i>Handa's Surprise – Eileen Browne</i> <i>Pass the Jam, Jim – Kaye Umansky</i> <i>Oliver's Vegetables – Vivian French</i> <i>Supertato – Sue Hendra</i> <i>Don't forget the bacon – Pat Hutchins</i> <i>Recipes</i> <i>Planting and growing instructions</i>

Reading Spine Texts	<p><i>Mr Gumpy's Outing</i> <i>Naughty Bus</i> <i>Mrs Armitage on Wheels</i> <i>Room on the Broom</i> <i>Owl Babies</i> <i>A Sailor Went to Sea (clapping)</i> <i>Row, Row, Row Your Boat (rounds)</i></p>	<p><i>Stickman</i> <i>Lost in the Dark</i> <i>The Gruffalo</i> <i>The Gruffalo's Child</i> <i>Because of an Acorn</i> <i>I am Henry Finch</i> <i>Blackbird, Blackbird, What Do You Do?</i> <i>Little Robin Redbreast (finger-plays)</i></p>	<p><i>Max at Night</i> <i>Bedtime for Monsters</i> <i>Whatever Next</i> <i>Farmer Duck</i> <i>Emily Browne and the Thing</i> <i>Shhh!</i> <i>London Bridge (singing game)</i> <i>Mulberry Bush (singing game)</i></p>	<p><i>Rapunzel</i> <i>Puss in Boots</i> <i>The Princess and the Pea</i> <i>The Magic Porridge Pot</i> <i>The Emperor's New Clothes</i> <i>As I was going to St. Ives (riddle)</i></p>	<p><i>I Love Bugs</i> <i>Rainbow Fish</i> <i>The Leopard's Drum</i> <i>Croc and Bird</i> <i>There was an Old Lady who Swallowed a fly</i> <i>Hurt no Living Thing (poem)</i></p>	<p><i>I will not EVER eat a tomato</i> <i>Six Dinner Sid</i> <i>Biscuit Bear</i> <i>Each Peach Pear Plum</i> <i>Giraffe's Can't Dance</i> <i>The Muffin Man (singing game)</i> <i>Oranges and Lemons (singing game)</i></p>
Phonics	<p>Phase 2</p> <ul style="list-style-type: none"> <i>/s/ /a/ /t/ /p/</i> a, as, at <i>/i/ /n/ /m/ /d/</i> is, it, in, an, am, dad, did, and <i>/g/ /o/ /c/ /k/</i> got, on, not, can <i>/ck/ /e/ /u/ /r/</i> get, mum, up, put, to, the <i>/h/ /b/ /f/ /ff/ /l/ /ll/ /ss/</i> had, his, him, has, big, back, but, of, if, off, let 		<p>Phase 3</p> <ul style="list-style-type: none"> <i>/j/ /v/ /w/ /x/</i> will, to, the, no, go, I, into <i>/y/ /z/ /zz/ /qu/</i> <i>/ch/ /sh/ /th/ng/</i> that, this, them, then, with, he, she, be <i>/ai/ /ee/ /igh/ /oa/</i> see, as, no go <i>/oi/ /oo/ /ool/ /ow/</i> too, look, down, now, my <i>/ar/ /air/ /ear/</i> you <i>/er/ /ur/ /or/ /ure/</i> for, all, are 		<p>Phase 4</p> <ul style="list-style-type: none"> <i>/st/ /nd/ /mp/ /nt/ /nk/</i> just, went, said, so, he, she, we, me, be <i>/ft/ /sk/ /lt/ /lp/</i> help, have, you, like, come, was, you <i>/tr/ /dr/ /gr/ /cr/ /br/ /fr/</i> were, there, little, one, they, all, are, children, from <i>/bl/ /fl/ /gl/ /pl/ /cl/ /sl/</i> do, when, out, what, my, her <i>/sp/ /st/ /tw/ /sm/</i> It's <i>/pr/ /sc/ /sk/ /sn/</i> <i>/inch/ /scr/ /shr/ /str/ /thr/</i> 	
	<p>Phase 2 <i>Reading and Writing of Grapheme-Phoneme Correspondence and High Frequency Words</i></p>	<p>Phase 2 <i>Complete reading and writing of GPCs and HfW/Tricky Words</i></p> <p>Phase 3 <i>Reading and Writing of Grapheme-Phoneme Correspondence and High Frequency Words</i></p>	<p>Revise and Apply Phase 2</p> <p>Phase 3 <i>Complete reading and writing of GPCs and HfW/Tricky Words</i></p>	<p>Revise and Apply Phases 2 and 3</p>	<p>Revise and Apply Phases 2 and 3</p> <p>Phase 4 <i>Reading and Writing of Grapheme-Phoneme Correspondence and High Frequency Words</i></p>	<p>Revise and Apply Phases 2 and 3</p> <p>Phase 4 <i>Complete reading and writing of GPCs and HfW/Tricky Words</i></p>

Personal, Social and Emotional Development – Making Relationships	<ul style="list-style-type: none"> Understand someone else's point of view can be different from theirs. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversation, attends to and takes account of what others say. Listens to others ideas. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates conversations, attends to and takes account of what others say. 	<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behavior, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Plays co-operatively. Play group games with rules. Understand someone else's point of view can be different from theirs. 	<ul style="list-style-type: none"> Keeps play going by responding to what others are saying or doing. Initiates conversations, attends to and takes account of what others say. Plays co-operatively. Understand someone else's point of view can be different from theirs. Takes steps to resolve conflicts with other children, e.g. finding a compromise. 	<ul style="list-style-type: none"> Keeps play going by responding to what others are saying or doing. Initiates conversations, attends to and takes account of what others say. Plays co-operatively. Understand someone else's point of view can be different from theirs. Takes steps to resolve conflicts with other children, e.g. finding a compromise. 	<ul style="list-style-type: none"> Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversation, attends to and takes account of what others say. Play cooperatively. Form positive relationships with adults. Explains own knowledge and understanding, and asks appropriate questions of others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children, 	<ul style="list-style-type: none"> Initiates play offering cues to peers to join them in. Keeps play going by responding to what others are saying or doing. Initiates conversations, attends to and takes account of what others say. Plays cooperatively. Listens to others ideas. Resolve minor disagreements by listening to others and coming up with a fair solution. Explains own knowledge and understanding, and asks appropriate questions of others.
Personal, Social and Emotional Development – Self-confidence and Self-Awareness	<ul style="list-style-type: none"> Welcomes and values praise for what they have done. Can describe self in positive terms and talk about abilities. Can choose the resources they need for their chosen activity. Talk about things they enjoy, and are good at, and about the things they do not find easy. Shows confidence in asking adults for help. Confident to speak to others about own needs, wants, interests and opinions. 	<ul style="list-style-type: none"> Can describe self in positive terms and talk about abilities. Children are confident to try new activities, and say why they like some activities more than others. 	<ul style="list-style-type: none"> Enjoys responsibility for carrying out small tasks. Confident to speak to others about own needs, wants, interests and opinions. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. 	<ul style="list-style-type: none"> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. 	<ul style="list-style-type: none"> Can select and use activities and resources with help. Enjoys responsibility of carrying out small tasks. Confident to speak to others about own needs, wants, interests and opinions. Try new activities with confidence and say why they like some activities more than others. Choose the resources they need for their chosen activities. Be resourceful in finding support when they need help or information. 	<ul style="list-style-type: none"> Can select and use activities and resources with help. Enjoys responsibility for carrying out small tasks. Confident to speak to others about own needs, wants, interests and opinions. Choose the resources they need for their chosen activities. Try new activities with confidence and say why they like some activities more than others.

Personal, Social and Emotional Development – Managing Feelings and Behaviour	<ul style="list-style-type: none"> Beginning to be able to negotiate and solve problems without aggression. Work as part of a group. Stop and think before acting and wait for what they want. Can usually tolerate delay when needs are not met immediately and solve problems without aggression. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Aware of the boundaries set, and of behavioural expectations in the setting. 	<ul style="list-style-type: none"> Begins to accept the needs of others and can take turns and share resources sometimes with support from others. Work as part of a group. Stop and think before acting and wait for things they want. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. My adjust their behaviour to different situations, and take changes of routine in their stride. 	<ul style="list-style-type: none"> Aware of own feelings, and knows some actions and words can hurt others' feelings. Talk about how they show feelings. Know some ways to manage their feelings and are beginning to use these to maintain control. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. 	<ul style="list-style-type: none"> Aware of own feelings, and knows and knows some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources sometimes with support from others. Understands their own actions affect other people. Talk about their own behaviour and its consequences. Understand and follow rules. Listen to each other's suggestions and plan how to achieve an outcome without adult help. 	<ul style="list-style-type: none"> Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Understand and follow rules. Aware of the boundaries set, and of behavioural expectations in the setting. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. 	<ul style="list-style-type: none"> Begins to accept the needs of others and can take turns and share resources sometimes with support from others. Can solve problems without aggression. Work as part of a group. Listen to each other's suggestions and plan how to achieve an outcome without adult help. Aware of the boundaries set, and of behavioural expectations in the setting.
Communication & Language – Listening and Attention	<ul style="list-style-type: none"> Listen in a larger group. Listen attentively in a range of situations. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Two-channelled attention – can listen and do for short span. Listen attentively with sustained concentration to follow a story without pictures or props. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> Listens to others one-to-one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Maintains attention, concentrates and sits quietly during appropriate activity Two-channelled attention – can listen and do for short span. Listens attentively in a range of situations. Listens to stories. Listen attentively with sustained concentration to follow a story without pictures or props. Listen in a larger group. 	<ul style="list-style-type: none"> Listens to stories with increasing control Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention, can listen and do for short span. Listen attentively in a range of situations. Listens to stories. Listen attentively with sustained concentration to follow a story without pictures or props. Listen in a larger group. They give their attention to what others say and respond appropriately, while engaged in another activity. 	<ul style="list-style-type: none"> Listens to stories with increasing control Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Maintains attention, concentrates and sits quietly during appropriate activity. Two channelled attention – can listen and do for a short period of time. Listen to stories. Respond to what they hear with relevant actions. Give their attention to what others say. Listen to instructions and follow them accurately asking for clarification if necessary. Listen attentively with sustained concentration to follow a story without pictures or props. Listen in a larger group. 	<ul style="list-style-type: none"> Focusing attention – still listen or do, but can shift own attention. Maintains attention, concentrates and sits quietly during appropriate activity. Listens attentively in a range of situations. Listen to instructions and follow them accurately asking for clarification if necessary. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. 	<ul style="list-style-type: none"> Listens to others one-to-one or in small groups, when conversation interests them. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Maintains attention, concentrates and sits quietly during appropriate activity. Two channelled attention – can listen and do for a short period of time. Respond to what they hear with relevant comments, questions and actions. Listen in a larger group.

Communication & Language – Understanding

- Beginning to understand how and why questions.
- Follows instructions involving several ideas or actions.
- Shows understanding of prepositions such as under, on top, behind by carrying out action or selecting picture.
- Responds to instructions and those involving a two part sequence.

- Understands use of objects (e.g. "What do we use to cut things?")
- Responds to simple instructions, e.g. to get or put away in object.

- Responds to simple instructions.
- Beginning to understand why and how questions.
- Responds to instructions involving a two-part sequence.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Follows instructions involving several ideas or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories.
- After listening to stories children can express views about events or characters in the story and answer questions about why things happened.
- Carry out instructions which contain several parts in sequence.

- Listens and responds to ideas expressed by others in conversations or discussion.
- Beginning to understand why and how questions.
- Answers how and why questions about their experiences, and in response to stories and events.
- Understands humor, e.g. nonsense rhymes, jokes.

- Responds to simple instructions.
- Responds to instructions involving a two part sequence.
- Follow instructions involving several ideas or actions.
- Carry out instructions which contain several parts in a sequence.
- Listens and responds to ideas expressed by others in conversation or discussion.

- Beginning to understand how and why questions.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Answer how questions about their experiences and in response to stories.
- Answer why questions about their experiences and in response to events.
- Able to follow a story without pictures or props.

- Responds to instructions and those involving a two part sequence. Follow instructions involving several ideas or actions.
- Carry out instructions which contain several parts in a sequence.
- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events

Communication & Language – Speaking

- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Beginning to use more complex sentences to link thoughts.
- Links statements and sticks to a main theme or intention.
- Uses talk to organize, sequence and clarify thinking, ideas, feelings and events.
- Develop their own explanations by connecting ideas or events.
- Show some awareness of the listener by making changes to language and non-verbal features.
- Uses talk to connect ideas, explain what is happening, anticipate what might happen next and recall and relive past experiences.
- Shows an awareness of listeners' needs.
- Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.
- Express themselves effectively.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experience.
- Can retell simple events in correct order.

- Beginning to use more complex sentences to link thoughts.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next and recall and relive past experiences.
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Links statements and sticks to main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Show an awareness of listeners' needs.
- Uses language to imagine and recreate roles and experiences in play situations.

- Beginning to use more complex sentences to link thoughts.
- Can retell a simple past event in the correct order.
- Questions why things happen and gives explanations.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experience.
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Express themselves effectively.
- Develop their own explanations by connecting ideas or events. Recount experiences and imagine possibilities, often connecting ideas.
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

- Beginning to use more complex sentences to link thoughts.
- Can retell a simple past event in correct order.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organize, sequence and clarifying thinking, ideas, feelings and events.
- Express themselves effectively.
- Show an awareness of listeners needs.
- Develop their own narrative by connecting ideas or events.
- Express themselves effectively.
- Show an awareness of listeners needs.
- Develop their own narrative by connecting ideas and events,
- Develop their own explanations by connecting ideas and events.
- Recount experiences and imagine possibilities, often connecting ideas.
- Uses a range of vocabulary in imaginative ways to add information, express ideas or to explain ideas.

- Beginning to use more complex sentences to link thoughts.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations.
- Uses vocabulary focused on objects and people that are of particular interest to them.
- Builds up vocabulary that reflects the breadth of their experience.
- Links statements and sticks to a main theme or intention.
- Uses talk to organize, sequence and clarifying thinking, ideas, feelings and events.
- Express themselves effectively.
- Use past tense.
- Develop their own narrative by connecting ideas and events,
- Recount experiences and imagine possibilities, often connecting ideas.
- Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

- Can retell a simple past event in correct order.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Build up vocabulary that reflects the breadth of their experience. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Uses talk to organize, sequence and clarifying thinking, ideas, feelings and events.
- Express themselves effectively.
- Show an awareness of listeners needs.
- Develop their own narrative by connecting ideas and events,
- Develop their own explanations by connecting ideas and events.
- Shows some awareness of listener by making changes to language and nonverbal features.
- Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

Physical Development – Moving and Handling

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Uses one-handed tools and equipment.
- Hold pencil, near point, between first two fingers and thumb and uses it with good control.
- Experiments with different ways of moving.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Uses a pencil and holds it effectively to form recognisable letters, some of which are correctly formed.
- Hold paper in position and use their preferred hand for writing using a correct grip.
- Shows good co-ordination in large and small movements.
- Safely negotiate space.
- Handle equipment and tools effectively.
- Beginning to be able to write on lines and control letter size.

- Moves freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Uses one-handed tools and equipment.
- Holds pencil between thumb and two fingers, no longer using a whole-hand grasp.
- Holds pencil near point, between first two fingers and thumb and uses it with good control.
- Experiments with different ways of moving.
- Uses simple tools to effect simple changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Show good co-ordination in large and small movements.
- Move confidently in a range of ways.
- Safely negotiates space.
- Handle equipment and tools effectively.
- Handle pencils effectively for writing.
- Hold paper in position and use their preferred hand for writing using a correct pencil grip for writing.

- Moves freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Can catch a large ball.
- Uses one handed tools and equipment.
- Holds pencil between thumb and two fingers, no longer using whole hand grasp.
- Hold pencil near point, between first two fingers and thumb and uses it with good control.
- Experiments with different ways of moving.
- Shows increasingly control over an object in pushing, patting, throwing, catching or kicking it.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand,
- Show good co-ordination in large and small movements.
- Move confidently in a range of ways.
- Handle equipment and tools effectively.
- Handle pencils effectively for writing.
- Hold paper in position and use their preferred hand for writing with correct grip.

- Moves freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Draws lines and circles using gross motor skills. Experiments with different ways of moving.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Begins to form recognisable letters. Shows good co-ordination in large and small movements.
- Safely negotiates space.
- Handle tools and equipment effectively.
- Handle pencils effectively for writing.

- Can catch a large ball.
- Holds pencil between thumb and first two fingers and uses it with good control.
- Uses one-handed tools and equipment.
- Experiments with different ways of moving.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows good co-ordination in large and small movements.
- Move confidently in a range of ways.

- Uses one handed tools.
- Uses simple tools to effect simple changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows good co-ordination in large and small movements.
- [Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.](#)

Physical Development – Health and Self Care

- Dresses with help.
- Talks about ways to keep safe.
- Eats a healthy range of foodstuffs and understands need for variety in food.

- Can usually manage washing and drying hands.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Manage their own basic hygiene.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Practices some appropriate safety measures without direct supervision.

- Dresses and undresses independently sometimes managing laces and buttons.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Talk about ways to keep healthy.
- Shows understanding of how to transport and store equipment safely.

- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Practices some appropriate safety measures without direct supervision.
- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

- Observes the effect of activity on their bodies.
- Eats a healthy range of foodstuffs and understands need for variety in foodstuffs.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Explain why a healthy diet is important.
- Talk about ways to keep healthy.
- Know about and can make healthy choices in relation to healthy eating and exercise.

Literacy - Reading

- Looks at books independently.
- Knows that information can be relayed in print.
- Beginning to be aware of the way stories are structures.
- Describes main story setting, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.
- Hears and says the initial sounds in words.
- Links sounds to letters naming and sounding the letters of the alphabet.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Can segment the sounds in words and blend them together.

- Shows interest in illustrations and print in books and print in the environment.
- Looks at books independently.
- Knows information can be relayed in the form of print.
- Knows that print carries meaning, and in English, is read left from left to right and top to bottom.
- Begins to read words and simple captions.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.
- Demonstrate understanding when talking to others about what has been read to them.
- Read some irregular, high-frequency words.
- Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Hears and says the initial sounds in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters naming.

- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Looks at books independently.
- Handles books carefully.
- Enjoys an increasing range of books.
- Knows information can be relayed in the form of print.
- Begins to read words and simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.
- Describe the main events in the simple stories they have read.
- Children read and understand simple sentences.

- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structures.
- Describes main story setting, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Looks at books independently.
- Knows information can be relayed in the form of print.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.
- Enjoys an increasing range of books.
- Read simple sentences.
- Understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.

- Enjoys rhyming and rhythmic activities.
- Shows interest in illustrations and print in books and print in the environment.
- Looks at books independently.
- Knows information can be relayed in the form of print.
- Continues a rhyming string. Begins to read words and simple sentences.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.
- Read simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Demonstrate understanding when talking with others about what they have read.
- Read phonically regular words of more than 1 syllable as well as many irregular but high frequency words.
- Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.

- Show awareness of rhyme and alliteration.
- Listens to stories with increasing recall and attention. Shows interest in illustrations and print in books and print in the environment.
- Looks at books independently.
- Knows information can be relayed in the form of print.
- Continues a rhyming string. Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are influenced by books.
- Knows that information can be retrieved from books and computers.
- Read simple sentences.
- Understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding by talking about what they have read.
- Read phonically regular words of more than one syllable as well as many high frequency words.
- Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.

Literacy - Writing

- Gives meaning to marks they make as they draw, write and paint.
- Writes own name and other things such as labels and short captions.
- Begins to break the flow of speech into words.
- Hears and says the initial sound in words.
- Uses some clearly identifiable letters to communicate meaning correctly and in sequence.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

- Sometimes gives meaning to marks they draw and paint.
- Writes own name and other things such as labels and captions.
- Spell some words correctly.
- Spell some words that are phonetically plausible.
- Write some irregular, high-frequency words.
- Begins to break the flow of speech into words.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Children use their phonic knowledge to write words in ways which match their spoken sounds.

- Sometimes gives meaning to marks they draw, write and paint.
- Writes own name and other things such as labels and short captions.
- Attempts to write short sentences in meaningful contexts.
- Use phonic knowledge to write words in ways that match their spoken language.
- Writes simple sentences that can be read,
- Continues a rhyming string.
- Links sounds to letters, naming and sounding the letters of the alphabet.

- Sometimes gives meaning to marks they draw, write and paint.
- Writes own name and other things such as labels and short captions.
- Attempts to write short sentences in meaningful contexts.
- Writes simple sentences that can be read,
- Spell some words correctly.
- Spell phonically regular words of more than one syllable as well as many irregular but high frequency words.
- Use key features of narrative in their own writing.
- They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

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Mathematics – Number

- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.
- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5.
- Counts an irregular arrangement of up to ten objects.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects.
- Records, using marks that they can interpret and explain.

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- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.
- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
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- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects.
- Records, using marks that they can interpret and explain.

- Beginning to count beyond 10.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.
- Children begin to understand that number can be made of smaller numbers, including zero.

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- Estimates how many objects they can see and checks by counting them.
- Finds the total number of items in two groups by counting all of them.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.
- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
- Children are beginning to have an awareness of odd and even numbers.

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- Finds the total number of items in two groups by counting all of them.
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- Children are beginning to have an awareness of odd and even numbers.

<p>Mathematics – Shape, Space and Measure</p>	<ul style="list-style-type: none"> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Can describe their relative position such as 'behind' or 'next to'. Orders and sequences familiar events. Measures short periods of time in simple ways Uses everyday language related to time. 	<ul style="list-style-type: none"> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Can describe their relative position such as 'behind' or 'next to'. Orders and sequences familiar events. Measures short periods of time in simple ways Uses everyday language related to time. 	<ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Children explore characteristics of everyday objects and shapes and use mathematical language to describe them. 	<ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Children explore characteristics of everyday objects and shapes and use mathematical language to describe them. 	<ul style="list-style-type: none"> Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. 	<ul style="list-style-type: none"> Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
<p>Understanding the World – People and Communities</p>	<ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. Enjoys joining in with family customs and routines. 	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Children talk about past and present events in their own lives and in the lives of family members. 	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Children talk about past and present events in their own lives and in the lives of family members. 	<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. <u>They know about similarities and differences between themselves and others, and among families, communities and traditions.</u> 	<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. <u>They know about similarities and differences between themselves and others, and among families, communities and traditions.</u> 	<ul style="list-style-type: none"> Knows some of the things that make them unique and can talk about them in relation to family and friends, Enjoys joining in with family customs and routines. Say how other traditions are the same or different to their own. Understand that different people have different attitudes, customs, beliefs and traditions and know that we should treat them with respect.

Understanding the World – The World

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Looks closely at similarities, differences, patterns and change.
- Talks about how things happen and how things work.
- Say how places, objects or materials are the same or different.
- Explain why things work.
- Knows that the environment and living things are influenced by human activity.
- Knows the properties of some materials and can suggest some of the purposes they are used for.
- Be familiar with basic scientific concepts such as floating, sinking and experimentation.

- Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world.
- Can talk about some of the things they have observed, such as plants, animals, natural and found objects.
- Developing and understanding or growth, decay and changes over time.
- Looks closely at similarities, differences, patterns and change.
- Say how objects are the same or different.
- Talk about features of their immediate environment.
- Make observations about plants and animals.
- Talks about changes.
- Know that the environment and living things are influenced by human activity.
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- Make observations about animals.
- Explain why things happen.
- Be familiar with basic scientific concepts such as floating, sinking and experimentation.

- Talks about how things happen and how things work.
- Developing and understanding or growth, decay and changes over time.
- Shows care and concern for living things and the environment.
- Looks closely at similarities, differences, patterns and change.
- Say how materials are the same or different.
- Make observations about plants.
- Explain why things happen.
- Knows the properties of some materials and can suggest some of the purposes they are used for.
- Be familiar with basic scientific concepts such as floating, sinking and experimentation.

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- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
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- Say how objects are the same or different.
- Say how living things are the same or different.
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- Talk about changes.
- Knows the properties of some materials and can suggest some of the purposes they are used.
- Be familiar with basic scientific concepts such as floating, sinking and experimentation.

Understanding the World – Technology

- Knows how to operate simple equipment.
- Completes a simple programme.
- Shows an interest in technological toys with pulleys or knobs or real objects.
- Select and use technology for a particular purpose.
- Select appropriate applications that support an identified need.
- Is beginning to understand how to be safe when using ICT equipment (Smartie the Penguin).

- Knows that information can be retrieved from computers.
- Interacts with age appropriate computer software.
- Select and use technology for a particular purpose.
- Select appropriate applications that support an identified need.

- Knows how to operate simple equipment.
- Shows an interest in technological toys with pulleys or knobs or real objects.
- Uses ICT hardware to interact with age-appropriate computer software.
- They select and use technology for particular purposes.

- Completes a simple program on a computer.
- They select and use technology for particular purposes.

- Knows how to operate simple equipment.
- Interacts with age appropriate computer software.
- Recognise that technology is used in schools.
- Select and use technology for a particular purpose.
- Find out about and use a range of everyday technology.
- Completes a simple program on a computer.

- Completes a simple program on a computer.
- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design – Exploring and Using Media and Materials

- Sings a few familiar songs.
- Uses various construction materials.
- Explores colour and how it can be changed.
- Uses various construction materials.
- Begins to build a repertoire of songs and dances.
- Explores what happens when you mix colours.
- Constructs with a purpose in mind, using a variety of resources.
- Safely uses tools.
- Through their explorations they find out and make decisions about how media and materials can be combined and changed.

- Beginning to be interested in and describe the texture of things.
- Realises that tools can be used for a purpose.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Uses simple tools and techniques completely and appropriately.
- Safely uses tools.
- Uses a variety of materials and techniques.
- Experiments with form.
- Develop their own ideas through selecting and using materials and working on processes that interest them.
- Through their explorations they find out and make decisions about how media and materials can be combined and changed.

- Sings a few familiar songs.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Realises that tools can be used for a purpose.
- Begins to build a repertoire of songs and dances.
- Understands that different media can be combined to create new effects.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble, and join materials they are using.
- Sing a song.
- Uses a variety of materials and techniques.
- Experiments with designs.
- Experiments with form.
- Develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.

- Uses various construction materials.
- Joins construction pieces together to build and balance.
- Realises that tools can be used for a purpose.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Safely use tools.
- Use a variety of materials and techniques. Experiments with form.
- Develop their own ideas through selecting and using materials and working on processes that interest them.
- Through their explorations they find out and make decisions about how media and materials can be combined and changed.

- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Experiments to create different textures.
- Constructs with a purpose in mind, using a variety of resources.
- Selects appropriate resources and adapts work where necessary.
- Experiment with designs.
- Experiments with textures.
- Experiments with form.
- Develop their own ideas through selecting and using materials and working on processes that interest them.

- Sings a few familiar songs.
- Explores what happens when you mix colours.
- Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects.
- Begins to build a repertoire of songs and dances.
- Selects appropriate resources and adapts work where necessary.
- Use a variety of materials and techniques.
- Experiments with colour.
- Develop their own ideas through selecting and using materials and working on processes that interest them.
- Through their explorations they find out and make decisions about how media and materials can be combined and changed.

Expressive Arts and Design – Being Imaginative

- Plays alongside other children who are engaged in the same theme.
- Plays co-operatively as part of a group to develop and act out a narrative.
- Represent their own ideas, thoughts and feelings in art.
- Introduces a storyline or narrative into their play.
- Builds stories around toys.
- Uses available resources to create props to support role play.
- Represent their own idea, thoughts and feelings through role play.
- Talk about the ideas and processes which have led them to make music. Designs, images and products.
- Captures experiences and responses with a range of media, such as music, dance and other materials or words.
- Engages in imaginative role-play based on own first-hand experiences.

- Builds stories around toys.
- Uses available resources to create props to support role play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.
- Represent their own ideas, thoughts and feelings through role play.
- Chooses particular colours to use for a purpose.

- Engages in imaginative role play based on own first-hand experiences.
- Uses available resources to create props to support role play.
- Captures experiences and responses with a range of media, such as music, dance. And paint and other materials or words.
- Creates simple representations of events, people and objects.
- Introduces a storyline or narrative in their play.
- Represent their own ideas, thoughts and feelings through role play.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

- Builds stories around toys. Uses available resources to create props to support role play.
- Captures experiences and responses with a range of media, such as music, dance. And paint and other materials or words.
- Creates simple representations of events, people and objects.
- Introduces a storyline or narrative in their play.
- Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.
- Uses what they have learnt about media and materials in original ways thinking about uses and purposes. Represent their own ideas, thoughts and feelings through role play
- Talk about the features of their own and others work, recognising the differences between them and the strengths of others.

- Creates movement in response to music.
- Engages in imaginative role play based on own first hand experiences.
- Builds stories around toys.
- Uses available resources to create props to support role play.
- Captures experiences and responses with a range of media, such as music, dance. And paint and other materials or words.
- Creates simple representations of events, people and objects.
- Initiates new combinations of movements and gesture in order to express and respond to feelings, ideas and experiences.
- Introduces a storyline or narrative in their play.
- Plays alongside other children who are engaged in the same theme. Plays co-operatively as part of a group to develop and act out a narrative.
- Uses what they have learnt about media and materials in original ways thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through art, dance and role play.
- Talk about the ideas and processes which have led them to creativity.

- Engages in imaginative role play based on own.
- Builds stories around toys. Uses available resources to create props to support role play.
- Captures experiences and responses with a range of media, such as music, dance. And paint and other materials or words.
- Creates simple representations of events, people and objects.
- Introduces a storyline or narrative in their play.
- Plays alongside other children who are engaged in the same theme.
- Represent their own ideas, thoughts and feelings through art, dance and role play.
- Talk about the ideas and processes which have led them to make music, art, images, designs or products.

SEAL

New Beginnings

Getting On and Falling Out

Going for Goals

Good to be Me

Relationships

Changes