

Early Years Foundation Stage: Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Who am I?</p>	<p>Who are my friends and family?</p>	<p>What's in a story?</p>	<p>What happens when things change?</p>	<p>What happens when things grow?</p>	<p>Which people help us?</p>
Reception	<p>What makes me, me?</p>	<p>Where do I live?</p>	<p>Where in the world will we go?</p>	<p>Where does life begin?</p>	<p>Can you tell a story?</p>	<p>What is beyond the clouds?</p>

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Establish the routine and understand Nursery rules.</p> <p>Develop a sense of membership of a community (Family Group)</p> <p>To recognise the emotions happy and sad.</p> <p>To be increasingly independent by managing our own care needs.</p>	<p>To begin to talk about my feelings, what makes me happy, what makes me sad.</p> <p>To recognise the emotion 'angry'</p> <p>To play with other children.</p> <p>To follow remember rules without needing an adult.</p>	<p>To gain confidence in new social situations.</p> <p>To understand how my friends might be feeling.</p> <p>To recognise the emotion 'worried'.</p> <p>To share my play ideas with a friend.</p>	<p>To know how to comfort my friends.</p> <p>To know I am part of the nursery community.</p> <p>To play with a small group of friends.</p> <p>To develop a sense of responsibility within nursery.</p>	<p>To talk to others to solve conflict and find a solution.</p> <p>To make healthy choices.</p> <p>To elaborate and negotiate a play idea.</p>	<p>To know who I can trust in school</p> <p>To develop appropriate ways to be assertive.</p> <p>To know that I am part of a whole school community.</p>
Reception	<p>See themselves as a valuable individual</p> <p>Manage their own personal hygiene.</p> <p>Know and talk about healthy eating, brushing my teeth and regular physical activity</p> <p>Build constructive and respectful relationships.</p> <p>Choose equipment that I need to complete a task.</p> <p>Communicate freely about my home and community.</p>	<p>Think about the perspectives of others.</p> <p>Know and talk about being a safe pedestrian.</p> <p>Know and talk about having a good sleep routine.</p> <p>Know when I am upset by a situation and I can explain why.</p> <p>Building confidence to talk to other children when playing.</p> <p>Showing confidence to ask for help.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Moderate my feelings when I am upset.</p> <p>Confident to try new activities</p> <p>Say when I do and do not need help.</p> <p>Welcoming and valuing praise for what I have done.</p> <p>Take turns</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Say why I like some activities more than others.</p> <p>Confident to speak in a familiar group.</p> <p>Participate in a wide range of activities.</p> <p>Describe myself in positive terms.</p>	<p>Show resilience and perseverance in the face of a challenge.</p> <p>Give focussed attention to what someone else is saying.</p> <p>Explain the reasons for rule, knowing right from wrong.</p>	<p>Regulate my behaviour accordingly.</p> <p>Set and work towards simple goals.</p> <p>Work and play cooperatively, taking turns with others.</p>

ELG	<p>Self-Regulation Children at the expected level of development will</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • She and work towards simple goals, being able to wait for what they want and control their immediate impulses where appropriate. • Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.
	<p>Managing Self Children at expected level of development will</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	<p>Building Relationships Children at expected level of development will</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments with adults and friendships with peers. • Show sensitivity to their own and others' needs.

Communication and Language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>To follow a one-part instruction.</p> <p>To sing hello, tidy up and going home songs as part of the daily routine.</p> <p>To take turns in a conversation</p> <p>To learn and use new vocabulary relating to Myself.</p>	<p>To follow an instruction that has more than one part.</p> <p>To communicate my needs using a simple sentence.</p> <p>To perform a simple song to an audience.</p> <p>To learn and use new vocabulary relating to My Family and Friends</p>	<p>To answer a simple about what I have heard</p> <p>To be able to talk about familiar books.</p> <p>To be able to retell a story.</p> <p>To learn and use new vocabulary relating to stories</p>	<p>To begin to use a range of tenses in relation to what I observe.</p> <p>To learn and use new vocabulary relating to changes</p> <p>To answer a simple why question.</p>	<p>To express a point of view.</p> <p>To learn and use new vocabulary relating to growing</p>	<p>To use full sentences when I am talking.</p> <p>To debate when I disagree using words as well as actions.</p> <p>To learn and use new vocabulary relating to who helps us.</p>

<p style="text-align: center;">Reception</p>	<p>Learn new vocabulary</p> <p>To use new vocabulary through the day.</p> <p>To understand how to listen carefully and why listening is important.</p> <p>To develop social phrases</p> <p>Engage in story times</p> <p>Learn rhymes, poems and songs</p> <p>Listen to stories with increasing attention and recall.</p> <p>Listen to one another in one-to-one or small groups.</p>	<p>Learn new vocabulary</p> <p>To use new vocabulary through the day.</p> <p>Learn rhymes, poems and songs</p> <p>To ask questions to check they understand what has been said.</p> <p>Articulate ideas and thoughts in well-formed sentences.</p> <p>Listen carefully to rhymes and songs.</p> <p>Listen to and follow an instruction.</p> <p>Ask and respond to 'why' questions</p>	<p>Learn new vocabulary</p> <p>To use new vocabulary through the day.</p> <p>Learn rhymes, poems and songs</p> <p>To ask questions to find out more</p> <p>Explain how things work.</p> <p>Show and interest in non-fiction books.</p> <p>Know that I need to be quiet and concentrate when listening.</p> <p>Sit quietly during appropriate activities.</p> <p>Respond to a 2 part instruction.</p>	<p>Learn new vocabulary</p> <p>To use new vocabulary through the day.</p> <p>Learn rhymes, poems and songs</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail – natural processes. Explain why things might happen.</p> <p>Engage in non-fiction books</p> <p>Listen to a whole story from beginning to end.</p> <p>Remember key points from a story without needing prompts.</p>	<p>Learn new vocabulary</p> <p>To use new vocabulary through the day.</p> <p>Learn rhymes, poems and songs</p> <p>Describe events in some detail – stories.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell stories with some exact repetition and some in their own words.</p> <p>Respond to what I have heard with relevant comments, questions and actions.</p>	<p>Learn new vocabulary</p> <p>To use new vocabulary through the day.</p> <p>Learn rhymes, poems and songs</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Talk about non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Hold conversation when engaged in back and forth exchanges with teachers and peers.</p> <p>Use past, present and future tenses correctly.</p>
<p style="text-align: center;">ELG</p>	<p>Listening, Attention and Understanding</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversations when engaged in back-and-forth exchanges with their teachers and peers. <p>Speaking</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 					

Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>To be increasingly independent by managing our own personal needs.</p> <p>To use large muscle movements.</p> <p>Begin to use various one-handed tools.</p>	<p>To know and understand the importance of brushing our teeth.</p> <p>To use large muscle movements to safely use resources.</p> <p>To use a comfortable grip with control when holding a pencil.</p>	<p>To choose resources purposefully to carry out our ideas.</p> <p>To recognise sequences and patterns of movement relating to music.</p> <p>To show a preference for a dominant hand when writing.</p>	<p>To confidently manage our needs independently.</p> <p>To safely move larger resources with a friend.</p> <p>To use a mark making tool with control.</p>	<p>To join in with ring games and group activities.</p> <p>To independently use one-handed tools for a purpose.</p>	<p>To be able to dress independently.</p> <p>To remember sequences when joining in with physical activities relating to music.</p> <p>To use a tripod grip with good control when writing.</p> <p>To make healthy choices about activity.</p>
Reception	<p>Revise and refine the fundamental movement skills they have already acquired.</p> <p>Further develop the skills needed to manage the school day successfully.</p> <p>Use core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</p> <p>Develop small motor skills.</p> <p>Negotiate space when running.</p>	<p>Develop the foundations of a handwriting style which is fast accurate and efficient holding a pencil between thumb and 2 fingers.</p> <p>Develop the overall body strength, coordination, balance and agility. (Dance, Gymnastics, Balance Bikes)</p> <p>Develop small motor skills using a range of tools.</p> <p>Know it is good to be active and get out of breath sometimes.</p> <p>Climb stairs using alternative feet and walking down 2 feet to each step.</p> <p>Stand on one foot.</p>	<p>Develop the overall body strength, coordination, balance and agility. (Dance, Gymnastics, Balance Bikes)</p> <p>Develop small motor skills using a range of tools competently, safely and confidently.</p>	<p>Confidently use a range of large and small apparatus, developing overall body-strength, balance, co-ordination and agility.</p> <p>Jump off objects carefully.</p> <p>Travel with confidence and skill over, under and through equipment.</p>	<p>Further develop and refine a range of ball skills.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Show increasing control when throwing catching and kicking a ball.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Demonstrate strength, balance and coordination when playing.</p>

ELG

Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Children at the expected level of development will:

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

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Phonics Phase 1 Aspect 1 (Environmental Sounds)</p> <p>Learning new vocabulary related to Nursery routines and myself.</p> <p>To learn the names of different parts of a book.</p> <p>To recognise my own name.</p>	<p>Phonics Phase 1 Aspect 2 and 3 (Instrumental Sounds and Body Percussion)</p> <p>Using vocabulary to talk about stories I listen to.</p> <p>To handle a book with care, turning pages in sequence.</p> <p>To write the initial letter of my name.</p>	<p>Phonics Phase 1 Aspect 4 (Rhythm and Rhyme)</p> <p>To identify main characters in a story – What’s in a story?</p> <p>To understand that writing goes from left to right.</p> <p>To write some recognisable letters from my name.</p>	<p>Phonics Phase 1 Aspect 5 (Alliteration)</p> <p>To look at various print knowing its purpose.</p> <p>To spot rhyming words in stories.</p> <p>To write my name with recognisable letters.</p>	<p>Phonics Phase 1 Aspect 6 (Voice Sounds)</p> <p>To identify familiar logos.</p> <p>To suggest rhyming words when listening to poems and stories.</p> <p>To write some letters accurately.</p>	<p>Phonics Phase 1 Aspect 7 (Oral Blending and Segmenting)</p> <p>To have extended conversations about stories they have listened to.</p> <p>To recognise words with the same initial sounds.</p> <p>To use my letter knowledge in early writing (Shopping Lists, labelling work)</p>
Reception	<p>Phonics Phase 2 (ELS)</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words using phase 2 sounds.</p> <p>Read common exception words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p>Form lower case and capital letters correctly.</p> <p>Spell words using known letter-sound correspondences.</p> <p>Tell a story to friends.</p>	<p>Phonics Phase 3 (ELS)</p> <p>Read some letter groups that each represent one sound and say the sounds for them</p> <p>Blend sounds into words using phase 3 sounds.</p> <p>Read common exception words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p>Spell words using known letter-sound correspondences.</p> <p>Start to write short sentences.</p>	<p>Phonics Phase 3 (ELS)</p> <p>Read and write common exception words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p>Spell words using known letter-sound correspondences.</p> <p>Talk about events and characters in books. Suggest what might happen next in a story.</p> <p>Blend sounds into words, so that’s they can read short words made up of known letter sounds correspondences.</p>	<p>Phonics Phase 3 (ELS)</p> <p>Read and write common exception words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p>Spell words using known letter-sound correspondences.</p> <p>Talk about my favourite book.</p> <p>Re read books to build confidence and fluency.</p> <p>Write simple sentences that can be read by themselves and sometimes others.</p>	<p>Phonics Phase 4 (ELS)</p> <p>Read common exception words.</p> <p>Read words consistent with my phonic knowledge by blending sounds.</p> <p>Demonstrate an understanding of what has been read to me</p> <p>Write recognisable letters most of which are correctly formed..</p>	<p>Phonics Phase 5 (ELS)</p> <p>Read common exception words.</p> <p>Read aloud simple books that are consistent with phonic knowledge.</p> <p>Anticipate key events in stories.</p> <p>Write simple phrases and sentences that can be read by others.</p>

	Talk about sentences.	Start to use full stops and capital letters in the correct places.	Begin to form lower case and capital letters correctly. Re read books to build up confidence in word reading, fluency and their understanding and enjoyment.	Re read what I have written to make sure it makes sense..		
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ELG	<p>Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • - Write simple phrases and sentences that can be read by others. 					
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Mathematics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Counting up to 5, using number names in order.</p> <p>Exploring and naming 2D shapes.</p> <p>To begin to understand prepositions 'on' and 'under'.</p> <p>To explore patterns in the environment.</p>	<p>To subitise – recognising a group of three objects without counting.</p> <p>To know and use the language of flat, round, sides and corners.</p> <p>To understand prepositions in front and behind.</p>	<p>To know one more than a given number.</p> <p>To explore and name 3D shapes.</p> <p>To identify and talk about pattern using descriptive language.</p> <p>To introduce language relating to a fictional event – then, first, next.</p>	<p>To compare quantities using more than and fewer than.</p> <p>To use language relating to 3D shapes, faces curved, straight.</p> <p>To explore an ABAB pattern.</p>	<p>To link amounts to numerals up to 5.</p> <p>To talk about the properties of 2D shapes.</p> <p>To use mathematical language to describe what they have observed relating to growing.</p>	<p>To use marks to represent numerals.</p> <p>To know a set of objects tells you a total – (Cardinal Principle.)</p> <p>To talk about the properties of 3D shapes.</p> <p>To select and use shapes appropriately for building.</p>
Reception	<p>Count objects, actions and sounds.</p> <p>Count up to 3 or 4 objects saying a number name for each item.</p> <p>Select the correct numeral to represent 1 to 5 objects.</p> <p>Recognise some numerals of personal significance..</p> <p>Being more confident in identifying shapes in the environment.</p> <p>Make meaningful pictures with shapes.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>Count objects to 10 and beginning to count beyond 10.</p> <p>Count out up to 6 objects from a larger group.</p> <p>Select the correct numeral to represent 1 to 10 objects.</p> <p>Link the number symbol to it's cardinal value.</p> <p>Subitise up to 5.</p> <p>Use comparative language 'taller, 'shorter' and 'the same'</p> <p>Recall names of 2D and 3D shapes.</p> <p>Using language of direction when programming toys.</p> <p>To use positional language.</p>	<p>Show a number of fingers together without counting.</p> <p>Count an irregular arrangement of up to 10 objects.</p> <p>Estimating how many objects and then checking by counting them.</p> <p>Using language 'more' and 'fewer' to compare two sets of objects.</p> <p>Begin to experiment with length and height.</p> <p>Count beyond 10.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it.</p> <p>Compare weight</p>	<p>Beginning to use teens to count beyond 10.</p> <p>Finding the totals number of objects in two groups by counting them all of them.</p> <p>Beginning to use vocabulary involved in adding and subtracting including counting on and back.</p> <p>Understanding addition up to 5 using all combinations.</p> <p>Begin to experiment with capacity.</p> <p>Ordering and sorting according to simple properties.</p>	<p>Have a deep understanding of numbers up to 10, including the composition of each number.</p> <p>Verbally count beyond 20 recognising the pattern of counting in the number system.</p> <p>Create and describe patterns.</p> <p>Use money with increasing confidence.</p> <p>Identify money and use money in play.</p>	<p>Recall number bonds for numbers 0 – 10.</p> <p>Automatically recall double facts.</p> <p>Explore and represent numbers within patterns up to 10 including odds and evens, doubling facts and how numbers can be shared equally.</p> <p>Explore characteristics of ever day objects and shapes using mathematical language to describe them.</p>

ELG	<p>Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
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Understanding the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Begin to make sense of my own life story.</p> <p>To develop a positive attitude about myself.</p> <p>To talk about what I can see introducing new vocabulary.</p> <p>To explore how things work – Sphero Robots, Pulley system.</p>	<p>To know there are different countries in the world – family history.</p> <p>To celebrate Diwali and Christmas.</p> <p>To explore collections of materials, talking about similarities and differences.</p> <p>To understand the terms float and sink.</p>	<p>To develop positive attitudes about differences between people – celebrate Chinese New Year.</p> <p>To understand we respect and care for the natural environment.</p> <p>To explore forces and how they feel – push and pull.</p>	<p>To talk about changes they notice – melting, cooking.</p> <p>To investigate, light, dark and shadows relating to change.</p> <p>Using vocabulary relating to investigating and observing change.</p>	<p>To celebrate Eid – celebrating a religious event.</p> <p>To know how to plant a seed and how to look after it to make it grow.</p> <p>To understand the key features of a life cycle – ‘A caterpillar to butterfly’.</p>	<p>To know the names of all my friends.</p> <p>To show an interest in different occupations relating to People who help us.</p> <p>To explore the role of occupations through role-play and stories.</p> <p>Healthy eating</p>

<p style="text-align: center;">Reception</p>	<p>Remembering and talking about significant events in their own experiences.</p> <p>Knowing and understanding that their grandparents are older than their parents.</p> <p>Having a sense of own immediate family and relations.</p> <p>To name parts of the body.</p>	<p>Beginning to understand that some familiar stories were set in a time before they were born.</p> <p>Understanding that people celebrated events before they were born</p> <p>Describe what they see, hear and feel whilst outside (Autumn/Winter)</p> <p>Comment on images of familiar situations in the past.</p> <p>To understand the purpose of different parts of their mouth and teeth.</p> <p>Too understand how to brush your teeth.</p> <p>Talk about members of their community and their roles in society.</p> <p>Comment on images of familiar situations in the past</p> <p>Draw information from a simple map.</p> <p>To understand that some places are special to members of the community.</p>	<p>Recognise some environments that are different from the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map.</p> <p>To understand natural processes e.g. ice melting.</p> <p>To name and describe different animals.</p> <p>To explain how things work and why things might happen.</p>	<p>Describe what they see, hear and feel whilst outside. (Spring)</p> <p>To know what is needed to grow a sunflower.</p> <p>Top observe chicks hatching.</p> <p>To record the life cycle of a chick through drawing.</p> <p>To use the terms egg, chick, hen and hatch.</p> <p>Recognising and describing special events for family or friends.</p>	<p>Understanding the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>To test materials that float the best.</p> <p>Draw pictures of the natural world after observation (CP outside)</p> <p>To name and describe different plants.</p>	<p>Describe what they see, hear and feel whilst outside (Summer)</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>To explore natural processes such as shadows being cast, magnets attracting an object.</p>
<p style="text-align: center;">ELG</p>	<p>Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. 					

People, Culture and Communities

Children at the expected level of development will:

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

The Natural World

Children at the expected level of development will:

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

Expressive Arts and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>To explore primary colours.</p> <p>To remember and sing our nursery songs.</p> <p>Take part in simple pretend play related to my experiences.</p> <p>Create closed shapes with continuous lines.</p> <p>To explore joining materials using glue</p>	<p>To explore colour mixing.</p> <p>To Use drawings to represent ideas like movement and noises. (Write Dance)</p> <p>To express different emotions in my drawings.</p> <p>Play instruments with increasing control.</p>	<p>Respond to what I have heard.</p> <p>Make imaginative and complex ‘small world’ with blocks and construction kits.</p> <p>Begin to develop stories using small world equipment.</p> <p>To explore joining materials using tape</p>	<p>Express my thoughts and feelings (When things change)</p> <p>To develop my own ideas when using different materials.</p> <p>To clap or tap to the pulse of a song.</p>	<p>To ‘pitch match’</p> <p>To explore further ways of joining.</p> <p>To draw what I have observed growing – planting a seed. Caterpillar – butterfly Life cycle.</p>	<p>Drawing with increasing complexity and detail.</p> <p>Begin to develop complex stories using small world.</p> <p>To use a variety of resources to join materials and textures independently.</p>

<p>Reception</p>	<p>To join using different resources.</p> <p>Realise that tools can be used for a purpose.</p> <p>Use tools and techniques competently and appropriately.</p>	<p>Beginning to listen attentively, move to and talk about music, expressing their feelings and responses. (Dance PE)</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Begin to sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Make models using junk/construction kits.</p> <p>To mix colours for a reason.</p> <p>Experiment with different textures.</p> <p>Promote through environment and play support.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop story lines in their pretend play.</p> <p>Construct using a range of materials.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and response</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>To create and make props and resources to support imaginative play.</p>	
<p>ELG</p>	<p>Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 					