

Annual Curriculum Overview

Year: Reception	Autumn 1 <i>Marvellous Me and What is happening in the natural world?</i>	Autumn 2 <i>Toys Now and Then and Christmas is coming!</i>	Spring 1 <i>Pirates in the Cold!</i>	Spring 2 <i>How do I get to...? (Transport)</i>	Summer 1 <i>Once Upon a time</i>	Summer 2 <i>I'm moving on! and The Minibeast Mystery Quest</i>
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PSE

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

<p>School Themes</p> <p>Mindful Movers: Focusing on mind/ relaxation techniques continue throughout the year.</p>	<ul style="list-style-type: none"> • My family • Lola the Listening Leopard • Settling into school • Protective Behaviours (focus emotions) • Rules and expectations <p>Please also see RHE whole school focus</p>	<ul style="list-style-type: none"> • Helping others - Children in Need • Other cultures • Protective Behaviours (focus emotions and staying safe) <p>Please also see RHE whole school focus</p>	<ul style="list-style-type: none"> • Other cultures • Chinese New Year <p>Please also see RHE whole school focus</p>	<p>Please also see RHE whole school focus</p> <p>Children In Reception</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	<p>Please also see RHE whole school focus</p> <p>ELG's</p> <p>Self Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<ul style="list-style-type: none"> • Moving into Year One • Expressing our feelings • Looking after animals and plants. <p>Please also see RHE whole school focus</p> <p>ELG's</p> <p>Self Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>
<p>Learning Intentions</p>	<p>3-4 Year Olds</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>	<p>3-4 year Olds</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p>	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>ELG'S</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>

	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p>	<p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p> <p><i>Children in Reception</i></p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Manage their own needs. Build constructive and respectful relationships.</p>		<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p>	<p>toilet and understanding the importance of healthy food choices.</p> <p><i>Building Relationships</i></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><i>Building Relationships</i></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
<p>RHE Values Whole School</p>	<p>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p>Identifying Talents Being special Families Where we live Making friends Standing up for yourself</p>	<p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p>	<p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>

	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver"</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>ELG's Listening and Attention</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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Physical Development

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

<p>Learning Intentions</p> <p>Mindful Movers: Focusing on mind/relaxation techniques continue throughout the year.</p> <p>Go Large activities focussing on Gross Motor Skills happens in the Autumn Term</p>	<p><u>3-4 Year Olds</u></p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as</p>	<p><u>3-4 Year Olds</u></p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example,</p>	<p><u>Children in Reception</u></p> <p>Revise and refine the fundamental movement skills they have already acquired</p> <p>rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small</p>	<p><u>Children in Reception</u></p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Know and talk about the</p>	<p><u>Children in Reception</u></p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <p><u>ELG: Gross Motor Skills</u></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>ELG: Fine Motor Skills</u></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><u>ELG: Gross Motor Skills</u></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>ELG: Fine Motor Skills</u></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
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	<p>moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Eat independently and continue to learn how to use a knife and fork.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p><u>Children in Reception</u> Revise and refine the fundamental movement skills they have already acquired</p> <p>rolling</p> <ul style="list-style-type: none"> - crawling - walking - jumping - running - hopping - skipping - climbing 	<p>apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene 	<p>their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p><u>ELG: Gross Motor Skills</u></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>ELG: Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>		
Whole School PE Scheme	<p>Body Management</p> <p>Developing balance, flexibility and body management</p> <p>Gaining confidence in a variety of gross motor skills.</p>	<p>Speed, Agility and Travel Unit 1</p> <p>Developing speed and agility in travel and movement</p> <p>Developing travel with some control and coordination</p> <p>Dance Unit 1</p> <p>Replicating basic dance movements and enjoy participating in a broad range of activities.</p>	<p>Dance Unit 2 Count and move to beats of 8 Copy and repeat movements Work as an individual, in partners and as a group</p> <p><u>Manipulation and Co-ordination 2</u> Send and receive a variety of objects with different body parts</p> <p>Work together to control objects in space.</p> <p>Co-ordinate body parts in a variety of activities and different ways</p>	<p>Speed, Agility, Travel Unit 2 Participate in a variety of agility based activities moving and controlling objects</p> <p>Recognise the difference between actions</p> <p>Relate body movement to music and percussion beats</p> <p>Gymnastics Unit 1 To develop confidence in fundamental movements</p> <p>To experience jumping, sliding, rolling, moving over and under</p> <p>To develop co-ordination and gross motor skills</p>	<p>Co-Operate and Solve Problems Unit 1</p> <p>Organise and match items, images, colours and symbols</p> <p>Work with a partner to listen, share ideas, question and choose</p> <p>Collect, distinguish and differentiate colours and create a shape as a team</p> <p>Move confidently and co-operatively in a space. Travel in a range of ways</p> <p>Gymnastics Unit 2 To learn and refine a variety of shapes, jumps and rolls. To link simple balance and travel actions</p>	<p>Manipulation and Co-Ordination Unit 2</p> <p>To develop confidence in fundamental movements</p> <p>To learn and refine a variety of shapes, jumps, balances and rolls</p> <p>To link simple balance, jump and travel actions,</p> <p>Body Management Unit 1 Climb, step, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll</p>

Literacy:

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

<p>Learning Intentions</p> <p>Reading</p>	<p><u>3-4 Year Olds</u></p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning the names of the different parts of a book print can have different purposes page sequencing English text is read from left to right and from top to bottom <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p><u>3-4 Year Olds</u></p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, <p>Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.</p> <p><u>Children in Reception</u></p> <p>Read individual letters by saying the sounds for them.</p>	<p><u>Children in Reception</u></p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's Rainbow Words programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</p> <p>ELG: Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with phonic knowledge by sound-blending.</p>	<p><u>Children in Reception</u></p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's Rainbow Words programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</p> <p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p><u>Children in Reception</u></p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's Rainbow Words programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</p> <p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>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> <p>ELG: Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with phonic knowledge, including some common exception words.</p>
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Writing	<p><u>3-4 Year Olds</u></p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p><u>3-4 Year Olds</u></p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately</p>	<p><u>3-4 Year Olds</u></p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write all of their name.</p> <p>Write some letters accurately</p> <p><u>Children in Reception</u></p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Begin to write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p><u>Children in Reception</u></p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p><u>ELG: Writing</u></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and</p>	<p><u>Children in Reception</u></p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p><u>ELG: Writing</u></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and</p>	<p><u>Children in Reception</u></p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p><u>ELG: Writing</u></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and</p>

			Re-read what they have written to check that it makes sense.		representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Whole School Talk for Writing (TFW)	<p>Fiction: Journey Story</p> <p><i>“We’re Going on a Bear Hunt” by Martin Waddell</i></p> <p>Oral Retell</p> <ul style="list-style-type: none"> Learn and retell a well-known story. Use story language Recall in sequential order Use alliterative sentences Identify characters and simple settings <p>Writing opportunities</p> <ul style="list-style-type: none"> Focus on making marks to represent labels. Use some recognisable letters. 	<p>Non- Fiction: Recount</p> <p>Finding Teddy (Staff)</p> <p>Oral Retell</p> <ul style="list-style-type: none"> Learn and retell simple recounts based on a real experience. Use complete sentences in sequence. Use past tense. Use some simple time connectives e.g. first, then, after that, finally <p>Writing opportunities</p> <ul style="list-style-type: none"> Focus on making marks to represent labels. Use some recognisable letters. 	<p>Fiction: Journey Story</p> <p>Pirate Pete and his Black and White Rat (Staff)</p> <p>Oral Retell</p> <ul style="list-style-type: none"> Learn and retell a story. Use story language. Recall in sequential order. Use expressive sentences. Identify characters and simple settings. <p>Writing opportunities</p> <ul style="list-style-type: none"> Labelling Re-creating story maps Beginning to write captions 	<p>Fiction: Journey Story</p> <p>The Train Ride</p> <p>Oral Retell</p> <ul style="list-style-type: none"> Learn and retell a well-known story. Use story language Recall in sequential order Use alliterative sentences Identify characters and simple settings <p>Writing opportunities</p> <ul style="list-style-type: none"> Labelling Re-creating story maps Beginning to write captions 	<p>Fiction: Defeating the Baddie</p> <p>“The Three Little Pigs”</p> <p>Oral Retell</p> <ul style="list-style-type: none"> Learn and retell a story. Use story language. Recall in sequential order. Use expressive sentences. Identify characters and simple settings. <p>Writing opportunities</p> <ul style="list-style-type: none"> Labelling Re-creating story maps Beginning to write captions 	<p>Fiction/Non Fiction</p> <p>A journey Story and Instruction (recipe/how to get to)</p> <p>“Sleepy Bumble Bee” Pie Corbett (4 weeks)</p> <p>“Rosie’s Walk” Pat Hutchinson (2 weeks only)</p> <p>Oral Retell:</p> <ul style="list-style-type: none"> Learn and retell a well-known story. Use story language Recall in sequential order <p>Making a potion (class activity)</p> <ul style="list-style-type: none"> Making and labelling a map to show a process getting the steps in the right order. Using the map to learn and retell instructions with a few simple steps, with appropriate actions emphasising use of language features. Using a title which should explain what is to be done Using numbers, numerical or time connectives e.g. 1, 2,3; first second; then, next, after that etc. Using short, clear direct sentences (bossy) language <p>How to get to...(Individual writing)</p> <p>Changing the map and combining this with the ‘Out and About initiative’ to write a set of instructions explaining</p>

						how to get from school to ...
Phonics	Also see South End Infant School Phonics Scheme and Reception Phonic Planning – for specific overview. We are currently transitioning between Letters and Sounds and the Sounds-Write programme					

Maths

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

<p>Learning Intentions</p>	<p><u>3-4 Year Olds</u></p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, "The bag is under the table," with no pointing.</p>	<p><u>3-4 Year Olds</u></p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p><u>3-4 Year Olds</u></p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Count objects, actions and sounds.</p> <p>Subitise</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p><u>Children in Reception</u></p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Count objects, actions and sounds.</p> <p>Subitise</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten. Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p><u>Children in Reception</u></p> <p>Automatically recall number bonds for numbers 0–10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p><u>ELG: Number</u></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p><u>ELG: numerical Patterns</u></p> <p>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> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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> <p><u>ELG: numerical Patterns</u></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><u>3-4 Year Olds</u></p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><u>ELG: Number</u></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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> <p><u>ELG: numerical Patterns</u></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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	<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>				
<p>Whole School Progression WRM</p>	<p><u>Getting to Know You</u></p> <p>Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p> <p><u>Just Like Me</u></p> <p>Match and Sort Compare Amounts</p> <p>Compare size, mass and capacity Exploring pattern</p>	<p><u>It's Me 123!</u></p> <p>Representing 1, 2 and 3 Comparing 1, 2 and 3 Composition of 1, 2 and 3</p> <p>Circles and triangles Positional language</p> <p><u>Light and Dark -</u></p> <p>Representing numbers to 5 One more and less</p> <p>Shapes with 4 sides Time</p>	<p><u>Alive in 5</u></p> <p>Introducing 0 Comparing number to 5 Composition of 4 and 5 Measure, shape and spatial thinking Compare mass and compare capacity</p> <p><u>Growing 6,7,8</u></p> <p>6,7,8 Making pairs and combining two groups Length, height and time</p>	<p><u>Building 9 and 10</u> <i>Representing and sorting 9 and 10</i> <i>Ordering numerals 0-10</i> <i>Composition of 9 and 10</i> <i>Recognising numerals to 10</i> <i>Counting back from 10</i></p> <p><u>Addition and Subtraction</u> <i>Jottings</i> Addition to 10 Number bonds to 10 10 frames Addition to 10 Number bonds to 10 Part whole model</p> <p><u>Shape and Space</u> Spatial awareness</p>	<p>To 20 and beyond Number patterns to 20 Matching pictures and numerals Ten frames and fill beyond 20 Estimation Ten Frames and subtraction</p> <p>First Then Now Counting on Adding More Taking Away</p> <p><u>Addition and Subtraction</u> <i>Jottings</i> Addition to 10 Number bonds to 10 10 frames Addition to 10 Number bonds to 10 Part whole model</p>	<p>Find My Pattern <i>Doubling</i> On the Move Mathematical Stories Problem Solving Cuisenaire Rods</p> <p><u>Addition and Subtraction</u> <i>Jottings</i> Addition to 10 Number bonds to 10 10 frames Addition to 10 Number bonds to 10 Part whole model</p>

			including the seasons and changing states of matter		Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	
<p>Subject Specific</p> <p>History/Geography Skills taken from the whole school subject progression document</p> <p>Science skills are incorporated into the progression of skills from Development Matters 2020.</p> <p>RE skills are incorporated into the progression of skills from Development Matters 2020.</p> <p>IT skills can be found on a separate progression of skills document.</p>	<p><u>Geography</u></p> <p>Identify and talk about where they live and different destinations in Rushden,</p> <p>Discuss key features of the local environment,</p> <p>Identify human and physical features in the park/down the street,</p> <p>Find out about 'where they live, use directional vocabulary + become familiar with surroundings.</p> <p>Name the school and town lived in. Locate as a class on map/Google Earth.</p> <p>Familiarise self with school and identify key locations on site.</p>	<p><u>History:</u></p> <p>Understand that some objects belong to the past.</p> <p>Can put up to three objects/events in chronological order.</p> <p>Tell others about things that happened when they were little</p> <p>Begin to understand the roles of significant famous people and how they have shape lives in the future.</p> <p>Begin to identify the main differences between old and new objects.</p> <p>Identify objects from the past, such as old toys/old vehicles.</p> <p>Can give examples of things that are different in their life from that of their grandparents when they were young</p> <p>Can ask and answer questions about old and new objects.</p> <p>Can answer questions using an artefact/ photograph provided?</p> <p>Can give a plausible explanation about what an object was used for in the past.</p> <p>Can pick out information about the past from sources like pictures, objects and stories.</p> <p>begin to use ICT, pictures and artefacts to pick out information about the past</p> <p><u>Geography:</u></p> <p>Familiarise self with school and identify key locations on site.</p>	<p>Geography:</p> <p>Identify and talk about where they live and different destinations in Rushden,</p> <p>Discuss key features of the local environment,</p> <p>Identify human and physical features in the park/down the street,</p> <p>Find out about 'where they live, use directional vocabulary + become familiar with surroundings.</p> <p>Participate in observational walks, photos and use google maps for aerial views of the town/school site</p> <p>Know where in the world is cold and key features of this type of landscape</p> <p>Use globes, maps, aerial photographs and other sources of information to find about the local area of another country.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: woodland, field, meadow. key human features, including: house, flat, bungalow, farm, park, school, town.</p> <p>To use various forms of communication to make simple maps of the school playground and immediate locality</p> <p>To use globes, maps, aerial photographs and other sources of information to find about the local area of another country</p>	<p>History</p> <p>Begin to identify the main differences between old and new objects.</p> <p>Identify objects from the past, such as old toys/old vehicles.</p> <p>Can give examples of things that are different in their life from that of their grandparents when they were young</p> <p>Can ask and answer questions about old and new objects.</p> <p>Can answer questions using an artefact/ photograph provided?</p> <p>Can give a plausible explanation about what an object was used for in the past.</p> <p>Can pick out information about the past from sources like pictures, objects and stories.</p> <p>begin to use ICT, pictures and artefacts to pick out information about the past</p>	<p>History</p> <p>Can pick out information about the past from sources like pictures, objects and stories.</p> <p>begin to use ICT, pictures and artefacts to pick out information about the past</p>	<p>Geography:</p> <p>Identify and talk about where they live and different destinations in Rushden,</p> <p>Discuss key features of the local environment,</p> <p>Identify human and physical features in the park/down the street,</p> <p>Find out about 'where they live, use directional vocabulary + become familiar with surroundings.</p> <p>Participate in observational walks, photos and use google maps for aerial views of the town/school site</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: woodland, field, meadow. key human features, including: house, flat, bungalow, farm, park, school, town.</p> <p>To use various forms of communication to make simple maps of the school playground and immediate locality.</p> <p>To initiate ideas to enhance the school environment e.g. how can we improve our outside area.</p> <p>To become increasingly aware of the impact of simple environmental issues (litter)</p>

Expressive Arts and Design

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

<p>School Themes</p> <p><i>Music: School follows Charanga Music Scheme – see separate planning grids for specific skill progression</i></p> <p>Learning Intentions</p>	<ul style="list-style-type: none"> • Performing Harvest Festival • Printing • Role play (real life) • Open ended tasks • Use of tools <p>3-4 Year Olds</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to</p>	<ul style="list-style-type: none"> • Christmas art and craft • Patterns • Painting • Open ended tasks eg make a poppy) • Clay • Drawing with chalk • Mud Kitchen <p>3-4 Year Olds</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<ul style="list-style-type: none"> • Texture • Open ended tasks • (e.g. make a daffodil) • Colour mixing • Combining natural materials • Mud Kitchen • Pirate Role Play <p>Children in Reception</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<ul style="list-style-type: none"> • Collage • Model Making • Shapes • Open ended tasks • (e.g. make a rabbit) • Role Play – story telling • Make a poster (Piccolage) <p>Children in Reception</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p>	<ul style="list-style-type: none"> • Charcoal drawing • Mixed media • Junk modelling • Open ended tasks • Ways to join items <p>ELG's: Creating with materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG's Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>	<ul style="list-style-type: none"> • Clay • Open ended tasks • Natures Trust 30 Days Wild <p>ELG's: Creating with materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG's Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>
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	<p>use these shapes to represent objects.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p><u>ELG's Being Imaginative and Expressive</u></p> <p>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.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p><u>ELG's Being Imaginative and Expressive</u></p> <p>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.</p>	<p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p><u>Specific Art skills: Drawing:</u></p> <p>Use shapes to represent objects.</p> <p>Draw with increasing complexity and detail.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p><u>ELG's: Creating with materials</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p><u>ELG's Being Imaginative and Expressive</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Specific Art skills: Drawing:</p> <p>Use shapes to represent objects.</p> <p>Draw with increasing complexity and detail.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p><u>ELG's: Creating with materials</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p><u>ELG's Being Imaginative and Expressive</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p>		
<p>Subject Specific</p> <p>Art Skills taken from the whole school subject progression document .</p> <p>DT skills are incorporated into the progression of skills from Development Matters 2020</p>	<p><u>Drawing</u></p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Controlling a pencil for mark making</p> <p>Drawing lines with pencils and chalk</p>	<p><u>Drawing:</u></p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Controlling a pencil for mark making</p> <p>Drawing lines with pencils and chalk</p> <p>Exploring coloured pencils and pens</p>	<p><u>Painting</u></p> <p>Controlling brushes</p> <p>Colour mixing ready mixed paints, green, skin tones</p> <p>Colour mixing</p> <p>Colour mixing powder paints</p> <p>Making textured paint</p> <p><u>Textiles</u></p> <p>Collage investigations</p>	<p><u>Painting</u></p> <p>Controlling brushes</p> <p>Colour mixing ready mixed paints, green, skin tones</p> <p>Colour mixing – primary and secondary</p> <p>Colour mixing powder paints</p> <p>Making textured paint</p> <p><u>3D</u></p> <p>Moulding play dough, rolling squeezing and pushing</p> <p>Moulding clay/salt dough</p>	<p><u>Drawing</u></p> <p>Use shapes to represent objects.</p> <p>Draw with increasing complexity and detail,</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p><u>Painting</u></p> <p>Controlling brushes</p> <p><u>Textiles</u></p> <p>Collage investigations</p> <p>Colour mixing</p>	<p><u>Drawing</u></p> <p>Use shapes to represent objects.</p> <p>Draw with increasing complexity and detail,</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p><u>Painting</u></p> <p>Controlling brushes</p> <p>Colour mixing</p> <p>Introduction to watercolours</p> <p><u>3D</u></p>

	<p>Exploring coloured pencils and pens</p> <p>Creating pattern and texture with wax crayons</p> <p>Exploring felt tip pens</p> <p>Exploring graded pencils</p> <p>Exploring chalk and charcoal for mark making</p> <p><u>Painting</u></p> <p>Controlling brushes</p> <p>Cotton bud dotting</p> <p><u>Textiles</u> Collage investigations</p> <p><u>Printing</u></p> <p>Printing in play dough and paint</p> <p>Finger printing</p> <p>Hand prints</p>	<p>Creating pattern and texture with wax crayons</p> <p>Exploring felt tip pens</p> <p>Exploring graded pencils</p> <p>Exploring chalk and charcoal for mark making</p> <p><u>Painting</u></p> <p>Controlling brushes</p> <p><u>3D</u> Moulding play dough, rolling squeezing and pushing</p> <p>Moulding clay/salt dough</p> <p><u>Textiles</u> Collage investigations</p> <p><u>Printing</u></p> <p>Printing clay</p>		<p>Sculpturing nests</p> <p><u>Textiles</u> Collage investigations</p> <p><u>Printing</u> Marbling inks and mixing Tyre tracks</p>		<p>Moulding play dough, rolling squeezing and pushing Moulding clay/salt dough</p> <p>Drawing in 3D</p> <p><u>Textiles</u></p> <p>Collage investigations</p> <p><u>Printing</u></p> <p>Bubblewrap</p>
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