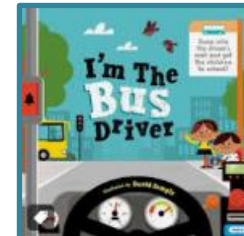
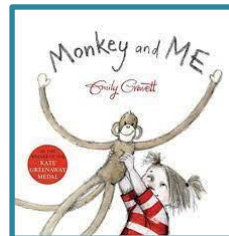
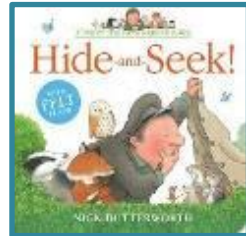
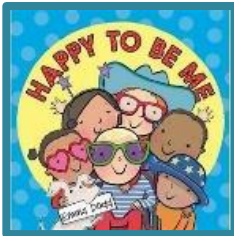


Nursery Curriculum

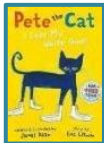
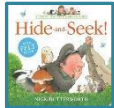
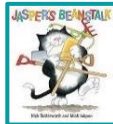
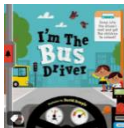
2025 / 26



Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Theme	All About Me	Autumn / The Woodland	Animals in Cold Countries	Animals in Hot Countries	Growing	Journeys / Transport
Planning around a quality text: <i>To be chosen following children's interests.</i>	 	 	 	 	 	 

Linked texts Fiction Non-fiction – Traditional tales Diversity	Amazing me dance – Carol Tompson Amazing me dressing up – Carol Tompson I'm big now – A Simmons and Georgie Birkett So much – Trish Cooke and Helen Oxenbry We're going to the dentist – Big steps My first body – DK Time to get dressed – Penny Tassoni Mailda's cat – Emily Gravett I am thinking of a pet – Adam and Charlotte Guillian Cat chat – Dr Jess Fresh Busy Kitties – John Schindel The babies and kitties book – John Schindel The babies and doggy book – John Schindel Socks – Nick Sharrat The Three Little Pigs All Kinds of People- Emma Damon Lulu get's a cat – Anna McQuinn	Percy and the badger – Nick Butterworth Percy and the rabbit – Nick Butterworth One snowy night – Nick Butterworth Hedgehog howdido – Lynn Dodd Owl Babies – Martin Woodell Pete the cat plays hide and seek – Kimberley and James Dean Oliver's wood – Sue Hendra It was a cold dark night – Tim Hopgood A busy day for birds – Lucy Cousins Percy the park keeper 1 2 3 – Nick Butterworth Percy the park keeper opposites – Nick Butterworth Percy the park keeper A B C – Nick Butterworth Who is hiding in the woods – Kathrine McEwen Peep inside the forest – Anna Milbourne Autumn – Alice Busbee Woods – Anne-Katherine Behl Time to go to bed – Penny Tassoni Busy birdies – John Schindel Little Red Riding Hood First Festival books- Ladybirds series	Are you there little penguin- Osbourne Penguin says please- Micheal Dahl Well done Mummy Penguin- Chris Haughton Be brave little Penguin- Giles Andres Tiger it's snowing- Daishu Ma Bear and Hare- Snow- Emily Gravit Big Bear Little Bear- David Bedford and Jane Chapman Iris and Isaac- Cathrine Rayner I love you to the moon and back- Amelia Hepworth Winter- Alice busby Winter is here- Kenvin Henkes Busy Penguins- John Schindel Over in the Artic-Marian Burkes Snowy Animals- First Explores. Busy bear cubs- John Schnidal Cubs- Sasha Nourton Bear and Hare- Where's bear- Emily gravit Bear counts- Karam Wilson and Jane Chapman The snow Queen Could you ever waddle with penguins – Sandra Markle	Little why – Jonny Lambert Dear Zoo – Rod Cambell Have you seen elephant? – David Barrow Roar – Kathrine Kerouli Are you sleeping? – Constanze Kitzing Animal boogie – Debbie Harter Augustus and his smile – Catherine Rayner Slow down monkey – Jess French Kangaroo Kisses – Nanada Dev Sen Busy monkeys – John Schindel Busy elephants – John Schindel Hang on monkeys – National Geographic Safari – Jane Ormes Jungle – Jane Ormes Who's hiding on safari? – Axel Schessler Who's hiding on jungle? Axel Schessler Who's stripes? – Fiona Philipson The north wind and the sun Spreading my wings – Nadia Hussain	The tiny seed – Eric Carl Ten seeds – Ruth Brown We found a seed – Rob Ransden The odd egg – Emily Gravett Daisy and the egg – Jane Simmons The hungry caterpillar – Eric Carl Who's in the egg? Dean Grey The crocodile who didn't like water -Gemma Merino Ergo Alexis Decon. Watch the bean grow – Kelly Gathne Plant the tiny seed – Christie Matheson Seeds – John Townsend How does a seed sprout – Eric Carl Who is in the egg? – Alexandra Milton Busy chickens/barnyard – John Schindel Ducks and Ducklings – Carl Sommer See how they grow farm – Dawling Kingsley Big outdoors for little explorers farm – Anne Katherine Behl The enormous turnip Lulu loves flowers – Anna McQuinn	Mr Grumpy's outing – John Birmingham Together – Emma Dodd The flying Bath – Julia Donaldson My pet goldfish – Katherine Rayner The storm whale – Benji Davis Sharing a shell – Julia Donaldson Hurray for fish – Lucy Cousins The whales on the bus – Catrina Charman Diggersaurs – Michael Whaite The train ride – June Crebbin We catch the bus – Katie Abey How to loose a lema – Frann Preston Gannon Big outdoors for little explorers seaside – Anne Katherine Behl Peep inside the pond – Anna Milbourne We need water – Charles Ghigna Brilliant boats – Tony Mitton Boats are busy – Sara Gillingham Go go pirate – Catrina Charman and Nick Sharrat I'm the fire engine driver -David Semple The dino's on the bus – Peter Millet The bus is for us – Michael Rosen The Rabbits and the crocodile A world for me and you – Uju Asika and Jenny Poh
Linked rhymes / songs	Heads, shoulders, knees and toes. If your happy and you know it. Miss Polly had a Dolly	Autumn leaves are falling down. Rain, rain go away Mr Tumble Autumn song Nativity songs	5 little penguins	5 Little monkeys jumping on the bed.	Mary, Mary quite contrary 5 little ducks	Row your boat
Key Person Group Bear – Home visits / trips						
Occupations	Doctor School staff	Postal worker Rangers	Rescue centre worker Barista	Zoo Keeper Vet	Farmer Florist	Bus driver Sandwich artist

Linked Role Play Indoors and outdoors Home corner / bike track	Domestic role play- Snack Time	Domestic role play- Bedtime	Domestic role play – Cleaning and washing	Domestic role play – Shopping	Domestic role play – new kittens	Domestic role play – picnic time
	Outdoors- shop/cafe	Outdoors- letter delivery	Outdoors – hot drink café	Outdoors – safari	Outdoors – garden centre	Outdoors - Bus station
Trips/Visitors Enrichments	Visit school staff around the buildings. Photographer School grounds/woodland area	Autumn Walks Post office trip Ranger visit to school Nativity Performance	Winter walk Fire service Animals take over visit	Spring Walk	Summer walk	PCSO Visiting reception teachers
Celebrations / Festivals / Special Events	Birthdays Starting school Harvest Diwali Grandparents day	Birthdays Remembrance Bonfire safety World Nursery Rhyme Hanukkah Christmas	Birthdays Chinese New Year Shrove Tuesday Ramadan Number day	Birthdays Mother's day Ramadan Easter World book day	Birthdays Eid VE day	Birthdays Father's day Transition

Characteristics of Effective Learning *to be embedded through all areas of learning ... creating powerful learners and thinkers*

Playing & Exploring

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Plan and think ahead about how they will explore or play with objects
- Guide their own thinking and actions by talking to themselves while playing
- Make independent choices

	▪ Do things independently that they have been previously taught ▪ Bring their own interests and fascinations into early years settings. This helps them to develop their learning ▪ Respond to new experiences that you bring to their attention
Active Learning	▪ Participate in routines, such as going to their cot or mat when they want to sleep. ▪ Begin to predict sequences because they know routines ▪ Show goal-directed behaviour ▪ Begin to correct their mistakes themselves ▪ Keep on trying when things are difficult.
Thinking and Creating Critically	▪ Take part in simple pretend play ▪ Sort materials ▪ Review their progress as they try to achieve a goal. Check how well they are doing. ▪ Solve real problems ▪ Use pretend play to think beyond the 'here and now' and to understand another perspective ▪ Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. ▪ Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn	Spring	Summer
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Learning Priorities: **Linked to Development Matters**

Listening, Attention and Understanding

- **Pay attention** to one thing at a time
 - ⇒ Listen 1:1 to develop independence within daily routine
 - ⇒ Participate in short multi-sensory Key Person group time
- **Enjoy listening to stories** and **begin to** remember much of what happens
 - ⇒ Listen to short stories with illustrations / props / sounds
 - ⇒ Recall key events / name key characters
 - ⇒ **Begin to** join in text retell - repeated refrains / some actions
- Follow an **instruction with one part**
 - ⇒ Linked to: □ daily routine □ Key Person group activities
 - ⇒ Special events: □ Autumn Walk □ school photograph
- Understand some **simple prepositions** – *on / in / up / down*
- *Understand simple questions* about 'who', 'what' and 'where'
 - ⇒ Getting to know: □ one another □ new learning space □ daily routine □ learning choices
 - ⇒ Recount of events: □ own experiences □ visitors □ trips
- **Begin to** understand some **'why' questions** - *own experiences*
 - ⇒ Autumn time / family events / special nursery events
- Begin to listen to others in small group activities

Speaking

- **Begin to** use a wider range of **vocabulary**
 - ⇒ Linked to: □ daily routine □ relationships □ themes
- Learn **new rhymes** and **begin to** develop a repertoire of songs
 - ⇒ Join in with actions / props
 - ⇒ Fill in some missing words
 - ⇒ Begin to talk about likes / dislikes

Listening, Attention and Understanding

- Enjoy **listening to stories & remember much of what happens**
 - ⇒ Participate in small story group times
 - ⇒ Through questioning recall key story events
 - ⇒ Join in with simple text retelling using actions / words
- **Begin to shift attention from one thing** to another when needed and given a prompt
- **Begin to** understand and follow a **two-part instruction**
 - ⇒ Linked to: □ daily routine □ small group activities
- Understand some **'why' questions**
 - ⇒ Within child-initiated learning
 - ⇒ Song / story time
- **Begin to** show an understanding of some **prepositions**
 - ⇒ Follow some simple instructions – *next to / under*
 - ⇒ **Begin to** use language of prepositions – *on / in / up / down*
- Listen to others in a small group with support

Speaking

- Use a wider range of **vocabulary**
 - ⇒ Linked to: □ daily routine □ themes
- **Continue to** develop and sing a **repertoire of songs**
- Sing a range of rhymes/songs as part of a group
- Talk about a familiar book and **begin to** tell a simple story
 - ⇒ Using illustrations / props □ name main characters □ sequence main events

Listening, Attention and Understanding

- Enjoy **listening to longer stories** (*with increased attention*) and can remember much of what happens
 - ⇒ Can answer a range of questions (who, what, where and why) with relevant comments. *With support begin to* use full sentences when giving responses.
- **Shift attention** from one thing to another with prompt
- Understand and follow a **two-part instruction** across the day
 - ⇒ Across the daily routine with confidence and independence
- Understand and respond confidently to simple **'why' questions**
 - ⇒ Within a range of contexts across the daily routine
 - ⇒ *With support begin to* answer using some full sentences
- Show an understanding of some **prepositions**
 - ⇒ Within instructions – *behind / in front of*
 - ⇒ Use language of prepositions – *next to / under*
- **Listen to others in a small group**, turn taking with use of prop e.g. talking when holding the teddy bear

Speaking

- User a wider range of **vocabulary** in a range of contexts
 - ⇒ Linked to: □ daily routine □ themes □ key knowledge
- Sing a large **repertoire of songs**
 - ⇒ As part of a group / independently

▪ Begin to talk about a familiar book one-to-one ⇒ Comment on an illustration [what can you see] ⇒ Favourite character / part ... <i>character / event</i> ⇒ Likes / dislikes ▪ Develop communication, begin to use different tenses ▪ Begin to speak in simple sentences of 3/4 words ▪ Begin to start a conversation with an adult / friend ▪ Begin to use talk to organise selves / play	▪ Continue to develop communication: □ use future and past tense (not always correctly) □ being to use longer sentence of 4/6 words □ begin to join sentences with 'and' □ start a conversation with an adult / friend and begin to continue it with many turns □ use talk to organise selves / play ▪ With support begin to retell a simple past event in correct order ▪ Express a point of view: ■ likes ■ dislikes e.g. <i>story / event</i>	▪ Talk about a familiar book and tell a longer story ⇒ Talk about characters / main events / likes / dislikes ▪ Develop communication: □ begin to use a wider range of tenses (some correct) □ use longer sentences of 4 / 6 words □ join sentences with 'and' / 'because' □ start a conversation and continue it, turn taking – be a good listener ▪ Use talk to: □ Retell a simple past event in correct order □ organise self □ Express a viewpoint – likes / dislikes
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KEY VOCABULARY

Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1		Summer 2	
General / Daily Routine				General / Daily Routine			General / Daily Routine		
Share Taking turns Gentle Kind hands/feet/mouths Carpet time Magnet eyes Good sitting Good listening Lunch time Snack time Home time Behaviour policy words				Share Taking turns Gentle Kind hands/feet/mouths Carpet time Magnet eyes Good sitting Good listening Lunch time Snack time Home time Behaviour policy words			Share Taking turns Gentle Kind hands/feet/mouths Carpet time Magnet eyes Good sitting Good listening Lunch time Snack time Home time Behaviour policy words		
Linked to knowledge/ skills				Linked to knowledge/ skills			Linked to knowledge/ skills		
Feelings Body parts Clothing and dressing Colour Fruit Family names – mum, dad, siblings Birthdays Celebrations Party Occupations Shape names Textures Lines Circles Self-portraits Join Outdoor		Textures Lines Circles Self-portraits Join Outdoor People Trees Animals Instruments Visitors Sequencing vocabulary – before, next, after Senses Seasons Animals Autumn Leaves Park Night and day		Polar animals Fire service/man/station Colour mixing Printing Collage Home Houses and homes Seasons Respect Care Materials – wood, plastic, metal Environment vocabulary Winter words Maps Celebrations – New Year, Eid		Spring words Celebrations – Easter Jungle animals Zoo keeper Before, next, after Senses Instrument names Respect Care		Colours Tool names Shapes Seed Bean Beanstalk Plant Grow Water Farm Dip Draw Wash Wipe Seasons Celebrations Join Model Up and down Days of the week Long ago Later Special	
								Dip Draw Wash Wipe Seasons Celebrations Join Model Colours Tool names Shapes Frog life cycles – frog spawn, tadpole, froglets, frog Magnifying glass Float and sink Push and pull	

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

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

Autumn

Self-Regulation

- Show 'effortful control'
 - ⇒ With support follow the daily routine
 - ⇒ Play with others, sharing resources / taking turns
- Begin to talk about feelings ... *happy / sad / because*
 - ⇒ Show / imitate different emotions and label
 - ⇒ I am happy / sad because
- Begin to show awareness of how others might be feeling
 - ⇒ Offer comfort to a child who is upset / laugh with others
 - ⇒ Identify feelings of main characters in texts, looking carefully at illustrations
- Begin to recognise that some actions can hurt the feelings of others
 - ⇒ Identify action that made someone else upset
- With support begin to find solutions to some conflicts
 - ⇒ Sharing resources / taking turns e.g. bike track

Managing Self

- Show interest in a range of experiences, indoors and outdoors
 - ⇒ Familiar and *some* new
- Begin to select and use continuous provision resources, with help when needed ... *resources*
 - ⇒ Make independent learning choices ... *learning / play*
 - ⇒ Put resources back in right place once used
- With support begin to follow classroom *routines* and rules
- Begin to be independent within self-care routines
 - ⇒ Toileting / Hand washing / Snack time / Outdoor time

Building Relationships

- Begin to play with one or more other children
 - ⇒ Child-initiated learning / small group activities
- Begin to see themselves as part of a community

Key Person group / nursery / family

Spring

Self-Regulation

- Talk about feelings using words like 'happy' and 'sad' and *begin to* use other words
- With support begin to understand and talk about how others might be feeling and the reasons why
- Begin to 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.*
- With support begin to talk with others to resolve conflicts

Managing Self

- Begin to select and use activities and resources to achieve a set goal
- Settle to an activity of *choice* for some time
- Increasingly follow classroom *routines* and rules (*with reduced practitioner guidance*)
- Develop *independence* within self-care routines

Building Relationships

- Play with one or more other children
- Take play in pretend play with one or more children
- See themselves as part of a community
- Begin to share and take turns with others
- Begin to extend and elaborate play ideas with others

Summer

Self-Regulation

- Talk about their feelings using a range of words
- Begin to understand how others might be feeling.
- Help to find solutions to conflicts and rivalries.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.

Managing Self

- Select and use activities and resources, with help when needed - to achieve a goal they have chosen, or one which is suggested to them.
- Settle to an activity for some time
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Be increasingly independent in meeting own care needs
- Make healthy choices about food, drink, activity and toothbrushing.

Building Relationships

- Develop sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.

PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

Educational Programme: 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.

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters](#)

Gross Motor Skills - Develop gross motor skills including; travelling and balancing, climbing, negotiating space, upper body strength, upper arm movements, crossing the mid-line, bilateral coordination, Continue to deveop movement skills – walking, running, jumping and climbing Contine to develop balancing skills – at low level Continue to develop riding skills – scooter, trike, balance bike Continue to develop ball skills – rolling Begin to use large muscle movements to wave flags and streamers, paint and make marks. Use large and small motor skills to do things independently eg manage buttons and zips and pur drinks Learn tot use the toilet with help developing independence Fine Motor Skills - Freely mark make /draw, make vertical lines top to bottom (beery shapes) - Make horizontal lines left to right (beery shapes) - Make circles (beery shapes) Begin to use a comfortable grip with some control when holding pens and pencils. Show a preference for a dominant hand Use some one handed tools and equipment eg jugs for pouring Begin to hold a pencil with a comfortable grip Make vertical and horizontal lines – beery shapes	Gross Motor Skills Continue to develop gross motor skills including; travelling and balancing, climbing, negotiating space, upper body strength, upper arm movements, crossing the mid-line, bilateral coordination. ⇒ Continue to develop movement skills – walking, running, jumping and climbing ⇒ Continue to develop balance skills- at a low level ⇒ Learn to hop ⇒ Begin to learn skip ⇒ Continue to develop riding skills – scooter/trike/balance bike ⇒ Continue to develop ball skills – rolling/kicking/throwing ⇒ Use large-muscle movements to wave flags and streamers, paint and make marks ⇒ Increase independence getting dressed and undressed Fine Motor Skills ⇒ Continue to develop fine motor skills eg malleable tools, scissors and paintbrushes ⇒ Consolidate from Autumn term ⇒ Freely mark make /draw, make vertical lines top to bottom (beery shapes) ⇒ Make horizontal lines left to right (beery shapes) ⇒ Make circles (beery shapes) ⇒ Secure use of a dominant hand ⇒ Begin to use a comfortable grip with some control when holding pens and pencils ⇒ Begin to form a new beery shape – horizontal/vertical cross ⇒ Use some one-handed tools and equipment e.g. writing, mark-making tools/scissors ⇒ Continue to develop a comfortable grip with good control when holding pens/pencils	Gross Motor Skills Continue to develop gross motor skills including; travelling and balancing, climbing, negotiating space, upper body strength, upper arm movements, crossing the mid-line, bilateral coordination. ⇒ Continue to develop movement skills, travelling in a variety of ways, digging, watering, balancing, manoeuvring wheeled toys, hop, stand on one leg ⇒ Continue to skip ⇒ Use large muscle movements – mark making ⇒ Collaborate with others to manage large items ⇒ Choose the right resources to carry out their plan e.g. trowel for digging ⇒ Use ball skills – kicking, rolling, throwing ⇒ Begin to develop catching ⇒ Begin to take part in some team games Fine Motor Skills - Continue to develop fine motor skills eg malleable tools, scissors and paintbrushes - Consolidate from Autumn term ⇒ Freely mark make /draw, make vertical lines top to bottom (beery shapes) ⇒ Make horizontal lines left to right (beery shapes) ⇒ Make circles (beery shap ⇒ Secure use of a dominant hand ⇒ Begin to use a comfortable grip with some control when holding pens and pencils ⇒ Begin to form a square (beery shapes) ⇒ Use a range of one-handed tools with dominant hand ⇒ Make a horizontal/vertical cross (beery shapes)
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LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing		
Educational Programme: 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).		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		<i>* See EY2P Literacy Long Term Plans</i>

Phase 1 Phonics / Reading

- **Begin to** develop **phonological awareness**
 - ⇒ Join in with Phase 1 activities, aspects 1 to 6
 - Distinguish between different sounds: □ Environmental Sounds □ Instrumental Sounds □ Body Percussion
 - Rhythm and rhyme: **begin to** develop awareness of words that sound the same
 - Alliterative activities, begin to identify words starting with the same phoneme within names
 - Begin to hear initial phonemes in words linked to daily routine/focus text eg snack
 - Explore and copy different voice sounds
- **Begin to** understand some of the **five key concepts about print**:
 - ⇒ Handle books carefully & correctly [right way up / turn pages]
 - ⇒ Name some book parts ... *front cover, back cover, page, title*
 - ⇒ Identify the difference between illustrations and texts
 - ⇒ Print has meaning □ familiar logos □ environmental labels with photograph
 - ⇒ Understand print is read left to right
- *Enjoy sharing a book with an adult*
 - ⇒ One to one } Fiction and
 - ⇒ Small group time } non-fiction
- **Begin to:** □ talk about stories □ answer some simple story questions □ make story predictions
- Joins in with rhymes and songs
- **Read own name with visual support** and use to label e.g. model

Oral Composition

- Use new vocabulary to orally – label
- Compose a caption or simple sentence

Writing

- Add some **marks to drawings**, which they give meaning to. For example: "That says mummy."
- Make marks on picture to represent name/other words
- Introduce Dough disco/flappers
- Explore **Beery Shapes** – lines [vertical & horizontal] and circle

Phase 1 Phonics / Reading

- **Continue to** develop **phonological awareness**
 - ⇒ Join in with P1 activities, aspects 1 to 7
 - Listen, remember & talk about different sounds: □ Environmental □ Instrumental □ Body Percussion
 - Rhythm and rhyme: develop awareness of words that sound the same
 - Tune into alliterative words, **begin to** identify / hear **some** initial phonemes in words
 - Explore and begin to talk about different voice sounds
 - **Begin to** participate in oral blending/segmenting activities
 - Clap syllables in own name
 - Hear initial phoneme and begin to hear other phonemes in name
 - Begin to hear initial phonemes in words linked to daily routine/focus text e.g snack
- **Continue to** develop an understand the **five key concepts about print**:
 - ⇒ Handle books carefully & correctly [turn one page at a time]
 - ⇒ Identify the difference between illustrations and texts
 - ⇒ Name some book parts *title / blurb /author*
 - ⇒ Print has meaning – recognise some new logos, names, labels and text in speech bubbles
 - ⇒ **Begin to** understand what a word represents – eg count words in the book title
 - ⇒ **Begin to** understand the difference between a word and a letter
 - ⇒ Follow print left to right and **begin to** use 1:1 correspondence
 - ⇒ Know where to start reading ... *first*
- Continue to listen to and enjoy a variety of stories, rhymes, poems and non-fiction texts
- **Talk about stories** □ answer some story questions □ make story predictions
- Joins in with rhymes and songs
- Imitate being a reader
- Join in with familiar texts, simple repeated refrains and oral text retelling
- Answer literal questions with a relevant comment.
- Develop play around favourite book's/ stories
- **Read own name** without visual support and in a range of contexts
- **Begin to count letters in name** [left to right]

Oral Composition

Phase 1 Phonics / Reading

- ⇒ Develop **phonological awareness**
- ⇒ Join in with P1 activities, aspects 1 to 7
- ⇒ Listen, remember & talk about different sounds with increasing vocabulary: □ Environmental □ Instrumental □ Body Percussion
- ⇒ Talk about rhyming words and **begin to** create rhyming strings
- ⇒ Tune into alliterative words, **begin to** identify / hear **some** initial phonemes in words
- ⇒ Hear and say initial sounds in words, own name and name of others
- ⇒ Begin to hear initial phonemes in words linked to daily routine/focus text e.g snack
- ⇒ Explore and talk about different voice sounds, enunciating some phoneme correctly
- ⇒ Participate in oral blending/segmenting activities
- ⇒ Count or clap syllables in words
- ⇒ Use the **five key concepts about print**:
- ⇒ Consistently hold a book the correct way up
- ⇒ Carefully turn pages in a book
- ⇒ Identify the difference between illustrations and texts
- ⇒ Understand that print carries meaning and can have different purposes
- ⇒ Identify a word in a sentence and understand it carries meaning
- ⇒ Identify a letter in a word
- ⇒ Name parts of book and show awareness of page number ... *page number, title, author and illustrator*
- ⇒ **Continue to** develop understanding of word / letter
- ⇒ Follow print, know it is read from top to bottom & use 1:1 correspondence
- ⇒ Begin to understand that print is read from top to bottom, including the use of a return sweep.
- ⇒ Begin to understand the words 'first' and 'last'
- ⇒ **Talk about stories with increasing detail** □ answer range of questions □ make story predictions including ending
- ⇒ Continue to listen to and enjoy a variety of stories, rhymes, poems and non-fiction texts
- ⇒ Enjoy listening to longer stories

- **Begin to attempt to write name** with some recognisable letters
 - ⇒ **First letter of name**
 - To begin to understand that own **marks represent meaning**
 - ⇒ Point to marks / Talk about made marks
- Label using marks

Poetry - performance

We Can – Michael Rosen

- Use familiar and new vocabulary to label, compose a caption or sentence or retell a simple text
- Begin to break the flow of speech into words
- Dictate to an adult what they want to write

Writing

- Form **Beery Shapes** – lines and circle and **begin to form +**
- **Begin to** use some print / letter knowledge in writing
 - ⇒ Symbols – lines / circles
 - ⇒ Recognisable letters
 - ⇒ Left to right directionality
 - ⇒ Top to bottom directionality

ascribe meaning
/ point to directionality
- **Begin to** engage in **purposeful mark marking**
- **Sequence letters in name** in the correct order [letter cards]
- Attempt to **write name**, using name card, with some recognisable letters, some correctly formed

Poetry – adaptation to traditional poetry

Snowflakes, Snowflakes Everywhere

- ⇒ Join in with rhymes and songs and request favourites
- ⇒ Imitate being a reader
- ⇒ Continue to join in with familiar texts, simple repeated refrains and oral text retelling
- ⇒ Answer literal questions with a relevant comment extending their answer to more than one word
- ⇒ Develop play around favourite book's/ stories using new vocabulary
- ⇒ Begin to understand and sequence story structure e.g. beginning, middle and end.
- ⇒ Retell a familiar short story and begin to add some detail
- ⇒ **Read own name** in a variety of fonts/context
- ⇒ **Begin to spot letters from own name within texts and environmental print**
- ⇒ Introduction of RWInc Set 1 letter sounds

Oral Composition

- ⇒ Use familiar and new vocabulary to label, compose a caption or sentence or retell a simple text
- ⇒ Continue to break the flow of speech into words
- ⇒ Develop memory – holding a word/caption to write
- ⇒ Dictate to an adult what they want to write

Writing

- ⇒ Form all **Beery Shapes** – lines, circle and +
- **Begin to** use some print / letter knowledge in writing
 - ⇒ Symbols – lines / circles
 - ⇒ Recognisable letters
 - ⇒ Left to right directionality
 - ⇒ Top to bottom directionality

ascribe meaning
/ point to directionality
- ⇒ **Begin to match some letters to phonemes** e.g. m for mummy
- ⇒ Engage in **purposeful early writing**
- **Write name**, from memory, with correct letter formation

Poetry – Rhyming

Little Seed - Anon

MATHEMATICS: □ Numerical Pattern □ Number

Educational Programme: 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.

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

* See *EY2P Maths Long Term Plans*

Numerical Pattern / Number

- **Begin** to compare quantities ... *group, lots, more, same, less*
- Notice, identify and talk about patterns around them
- **Begin to** copy and talk about a pattern - *ABAB*
- **Begin** to recite numbers to 5 in correct order
- Explore 1:1 correspondence
- **Begin** to say one number for each item to 3

Shape, Space & Measure

- **Begin** to select shapes for appropriate tasks
- **Begin to** talk about shapes *round, pointy, spotty, stripy*
- Make comparisons between objects using appropriate vocabulary
- Understand positional language within daily routine ... *in / on / under*
- **Begin to** understand the language of time within the daily routine ... *next, later, after*

See First4Maths long term plan

Numerical Pattern / Number

- Name and talk about patterns
- Continue and talk about a pattern - *ABAB*
- Recite numbers to 5
- Join in with number rhymes to 5 using props and fingers
- Use fingers to represent numbers with *increasing accuracy*
- Use some numbers names in play *with some accuracy*
- Sort and match objects accordingly e.g. *size / shape*
- **Begin to** compare quantities using ... *more than / fewer than*
- Fast recognition of objects up to 1 and sometimes 2 - subitising
- **Begin to** count up to sets of 5 objects (1:1 correspondence)
- **Begin to** represent numbers with marks
- Fast recognition of up to 3 objects - subitising
- Link numerals and amounts up to 5

Shape, Space & Measure

- Select shapes appropriately *in a range of contexts*
- **Begin to** combine shapes to make new ones
- Talk about shapes
- Make comparisons between objects using appropriate vocabulary
- Understand positional language
- **Begin to** use *some* language of time within the daily routine
- **Begin to** describe a familiar route
- **Begin to** describe a sequence of events ... *first, next*
- *Continue and copy patterns*

See First4Maths long term plan

Numerical Pattern / Number

- Extend and create ABAB patterns
- Recite numbers past 5
- Fast recognition of up to 3 objects - subitising
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Experiment with own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language: 'more than', 'fewer than'

Shape, Space & Measure

- Talk about and explore 2D and 3D shapes
- Understand position through words
- Describe a familiar route
- Make comparisons between objects relating to size, length, weight and capacity
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones
- Talk about and identifies the patterns around them.
- Extend and create ABAB patterns
- **Begin to** describe a sequence of events, real or fictional, using words such as 'first', 'then...'

See First4Maths long term plan

UNDERSTANDING THE WORLD □ Past and Present (KS1: History)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

Past and Present

Families

- Name members of their own immediate family
- Begin to make sense of their own life history and explore family history
- When I was a baby *baby / new / grow*
- The people in my family *family / brother / sister*
- My birthday *birthday / party / presents*
- Christmas time ... *tree/ presents*

Chronology

Begin to develop vocabulary of time in the context of daily routines e.g. first, last, next

- Able to follow the daily routine with support of visuals
- Describe special events such as a birthday/ day out/ first day at school by looking at images
- Say what is the same and what is different
- Talk about how they have changed over time from a baby using photographs / videos
- Talk about the events in the Christmas story
- Describe what we 'remember'

Past and Present

Chronology

- Begin to use sequencing vocabulary e.g. before, next, after
- Make sense of their own life history
- Begin to develop an understanding of characters from the past through rhymes / stories
- Sequence the events in a simple story

Past and Present

Chronology

- Understand that there are different days of the week
- Understand and begin to use the vocabulary of time e.g. a long time ago, later
- Make sense of their own life history
- Begin to make sense of family's history
- Talk about similarities and differences between different events
- Describe a memory- linked to photographs and special objects
- Recount visitors and visits using photographs and the past tense

UNDERSTANDING THE WORLD □ People, Culture & Communities (KS1: R.E)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters

People, Culture & Communities

- Begin to show an interest in different occupations
- People who help us: Vet/Park Keeper/ gardener
- People who help our pets: Vets ... *vets / pets*
- Notice differences between people
- Babies and children (similarities / differences) ... *body parts, hair colour ...*
- Talk about themselves and what makes them unique, linking to features such as hair, eyes colour, hair colour and favourite things.
- Talk about own family and begin to compare with others
- Share own special celebrations
- Talk about the events in the Christmas story
- Begin to name and talk about some key features of different festivals e.g. *harvest, Diwali, Christmas ...*

People, Culture & Communities

- Continue to show an interest in different occupations *Zoo Keeper*
- Begin to develop positive attitudes about the differences between people
- Welcome visitors into school
- Talk about special events and celebrations for them and their family.
- Name the festival of Chinese New Year, Eid and Easter and understand that it is a special time for some people .
- Experience some special traditions, linked to key festivals

People, Culture & Communities

- Show interest in different occupations *Gardener*
- Begin to talk about the occupation of vehicle drivers e.g. *bus/taxi driver, sailor*
- Continue to develop positive attitudes about the differences between people
- Talk about likes/dislikes (own and others)
- Develop an awareness of special events celebrations
- Welcome visitors into school
- Know some the names of some people who help them and their role / occupation
- Re-enact different roles within role play
- Begin to develop an understanding of helping within the community - planting
- Name the festival of Eid and understand that it is a special time for some people.

UNDERSTANDING THE WORLD □ **People, Culture & Communities** (KS1: Human Geography) □ **Natural World** (KS1: Physical Geography)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

Autumn**Spring****Summer****Learning Priorities: [Linked to Development Matters](#)**

- Begin to use some senses in hands on exploration of natural materials
- Begin to develop their curiosity and interest in weather e.g. awareness of typical Autumn weather
- Explore different types of weather
- Talk about what they see beginning to use a wide range of vocabulary.
- Explore all learning spaces with increasing independence
- Say what they like and dislike about indoor and outdoor learning environments
- Talk about where they live
- Talk about who lives in their home
- Talk about the key features of Autumn, e.g. change with weather, leaves changing colour and falling
- Describe the location of special places, e.g. *parks*
- Getting to know new outdoor learning space

- Begin to use all their senses in hands on exploration of natural materials
- Talk about what they see, continuing to use a wider vocabulary
- Begin to know that there are different countries in the world and talk about the differences they have experienced or seen in photos
- Begin to develop an awareness of different seasons
- Develop an awareness of different settings through shared texts
- Talk about the key features of Winter
- Talk about the habitats of some winter animals
- Make simple maps
- Talk about the key features of Spring

- Use all their senses in hands on exploration of natural resources
- Talk about what they see using a wide vocabulary
- Develop curiosity and interest in weather e.g. awareness of typical clothing
- Name and talk about a variety of vehicles and transport
- Begin to talk about familiar journeys e.g. coming to school, how do they travel, what do they see?
- Begin to name some familiar places in the local environment e.g. bus stop library
- Know school is based in Salford
- Name some significant places in Salford - local shops, Trafford centre, bingo, library
- Talk about the key features of Summer
- Take images of growth and change and sequence events and retell what happened over time (Plant and grow beans).

UNDERSTANDING THE WORLD □ **Natural World** (KS1: Science)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Autumn

Spring

Summer

Natural World

- Begin to use some senses in hands on exploration of natural materials
- Begin to talk about changes in materials
- Begin to understand the need to respect and care for the natural environment
- Begin to explore collections of materials with similar or different properties e.g. an Autumn collection
- Begin to explore collections of materials with similar and/or different properties.
- Autumn collection *leaves, pine cones, conkers, twigs*
- Talk about what they see, beginning to use a wider vocabulary
- Begin to talk about similarities and differences between some seasons

Animals Including Humans

- Name different family pets
- Name key body parts of a pet e.g. tail
- Name & identify body parts- facials features, arms, legs, fingers and toes
- Using images sequence the change from baby to adult

Forces

- Explore how things work
- My favourite toy *toy / push / pull / bend / Party objects / Christmas decorations*
- Begin to explore and talk about different forces they can feel
- Push and pull toys *push / pull*

Natural World

- Begin to use all their senses in hands on exploration of natural materials
- Talk about what they see, continuing to use a wider vocabulary
- Continue to understand the need to respect and care for the natural environment
- Explore a range of materials e.g. *wood, plastic, metal*

Animals Including Humans

- Begin to name some animals living in hot/cold countries
- Name some sea creatures and talk about how they move

Forces

- Explore how things work and begin to explore and talk about different forces they can feel

Natural World

- Use all their senses in hands on exploration of natural resources
- Talk about what they see using a wide vocabulary
- Plant seeds and care for plants
- Know plants need water
- Talk about changes they notice e.g. the bean growing
- Begin to understand the plant and animal life-cycle ie plants grow from seeds, they need water to grow
- Begin to understand the need to respect and care for the natural environment and all living things.

- Explore collections of materials with similar and/or different properties.
- Talk about the differences between materials and changes they notice
- Know how to care for plants
- Use a magnifying glass

Forces

- Explore and talk about different forces they can feel.
- Name and sort objects that float / sink
- Explore how things work.

Animals Including Humans

- Know some correct terms to describe the life-cycle of a frog

EXPRESSIVE ARTS & DESIGN: □ Creating with Materials (KS1 Art & Design / DT)

Educational Programme: 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.

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters		
Creating with Materials ▪ Begin to explore different materials and textures ▪ Explore and name colours ▪ Explore, talk about and sort shapes. Drawing/Painting ▪ Create: □ lines □ circles ▪ Range of different media pencils, crayons, pencil crayons, pastels, and chalk (eg self, new friend, book character and beery shapes) ▪ Begin to use drawing to represent ideas ▪ Begin to add more detail to drawings ▪ Begin to explore colour ▪ Free exploration ▪ Self-portraits ▪ Create enclosed shapes to represent self (range of media) ▪ Body / Face ... <i>key features / circle / line</i> ▪ Use fingers to paint Printing ▪ Free exploration ▪ Self-portraits ▪ Explore printing ... <i>printing / down / up / still</i> ▪ Hands / fingers / feet ▪ Explore printing of natural resources eg leaves and sticks Collage ▪ Begin to explore colour ▪ Free exploration – collage ▪ Introduction to glue to join eg spread, press ▪ Self-portraits eg owls, day and night pictures Modelling and Sculpture/DT • Explore loose parts and natural resources to create self-portrait and key characters (face) (Pete the Cat) ▪ Make their own home using a variety of materials such as cardboard, plastic, fabric	Creating with Materials • Explore different materials freely and begin to develop own ideas about how to use them and what to make • Begin to join different materials • Begin to explore colour mixing Drawing/Painting ▪ Use a wider variety of mark makers with increasing confidence and control ▪ Begin to draw with increasing detail ▪ Use drawing to represent ideas ▪ Begin to show different emotions in drawings and paintings, like happiness, sadness, fear etc. ▪ Begin to explore colour mixing. Begin to create closed shapes to represent objects Printing • Explore with natural and man-made objects, printing on different surfaces (2D & 3D) • Recognise that printing means an image can be repeated • Begin to explore animal prints Collage • Begin to explore colour mixing. • Begin to affect change on materials, e.g. crumpling, tearing, cutting. • Begin to use tools to fix, join and cut. • Continue to explore different textures Modelling and Sculpture/DT ▪ Explore reclaimed materials to create home for animals such as cardboard, fabric and plastic. ▪ Further explore properties and create different surface textures eg roll sausages and ball shapes.	Creating with Materials ▪ Observe colour in nature and represent in art work. ▪ Become more selective of colours to achieve a desired effect ▪ Develop their own ideas and decide which materials to use to express them ▪ Select appropriate tool or technique to complete a task Drawing/Painting ▪ Create closed shapes with continuous lines, and begin to use these shapes to represent objects. ▪ Draw with increasing complexity and detail ▪ Use drawing to represent ideas like movement or loud noises. ▪ Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. ▪ Begin to select a paintbrush and develop a 'dip, draw, wash and wipe' technique to keep the paints clean. Printing ▪ Use printing techniques with increasing independence to make patterns and pictures eg shape and wheel printing Collage • Select appropriate materials to make vehicles eg boats, buses etc • Find, collect, arrange and stick materials onto a surface to make a picture or pattern. Modelling and Sculpture/DT ▪ Join different materials

- In malleable play explore properties eg poking, pulling, pinching, squeezing and patting.

****Drawing – Artist: Paul Klee (Explore an unbroken line)***

****Printing- Designer: Orla Kiely (Colour & Printing Patterns)***

- Make models with a purpose and increasing skill eg shaping, moulding and combing pieces.

****Collage – Painter/Collagist: Henri Matisse (Colour, Shape & Animals)***

EXPRESSIVE ARTS & DESIGN: □ Being Imaginative & Expressive (KS1 Music / Performing Arts)

Educational Programme: 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.

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters

Being Imaginative

Play/Drama

- **Begin** to take part in pretend play
- Imitate home experiences (home corner)
- Imitate life experiences linked to different seasons
- Celebrations: Birthday party ... *cards / presents*
- **Begin** to create own small world scenes *linked to interests*
- Begin to use objects to represent something else in small world play.
- Begin to create simple stories using small world
- Imitate own experiences (my home / nursery)
Autumn walk ... *people, trees, animals*
- Begin to text retell using props.

Music/Performance

- ..
- Listen with increased attention to sounds
 - Tune into body percussion sounds ... *body parts*
 - **Begin** to move to a steady beat ... *beat / march* ...
 - Sing and remember some simple rhymes and songs linked to the theme using actions and instruments
 - Make movement to music including from different cultures
 - Play instruments with increasing control
 - Explore and listen to the sounds of two different instruments
 - Free exploration of musical instruments
- Learn to play: □ tapping □ banging □ shaking

Being Imaginative

Play/Drama

- Take part in simple pretend play and **begin to** using an object to represent something else
- **Begin to** develop complex stories using small world equipment
- **Begin to** make imaginative and complex 'small worlds'

Music/Performance

- **Begin to** respond to what they have heard, expressing their thoughts and feelings.
- **Begin to** remember *and* sing entire songs.
- **Begin to** sing the pitch of a tone sung by another person ('pitch match').
- **Begin to** sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Play instruments with increasing control to express their feelings and ideas.
- Listen to music from a variety of countries/cultures
- Learn and perform poems, songs and rhymes with actions.
- Can follow a steady beat with a musical instrument
- Can follow the beat using body percussions
- Can use instruments to represent parts of a story for effect.

Being Imaginative

Play/Drama

- Retell text with small world characters and natural resources to create scenes.
- Act out a story with props/musical instruments.

Music/Performance

- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Play instruments with increasing control to express their feelings and ideas.
- Create their own songs, or improvise a song around one they know
- Take part in simple pretend play using an object to represent something else even though they are not similar

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EVALUATION:

AUTUMN TERM:
SPRING TERM:
SUMMER TERM: