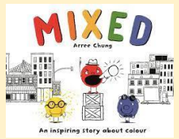
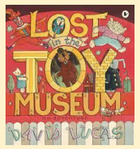
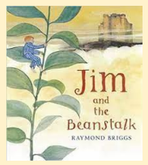
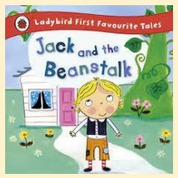
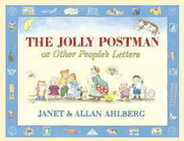
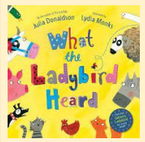
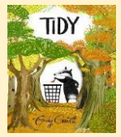
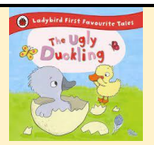
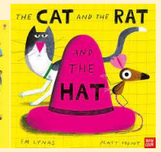
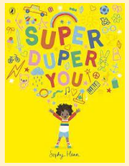
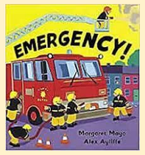
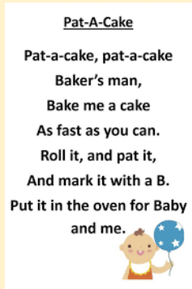
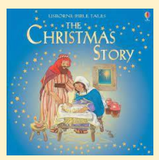
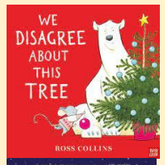
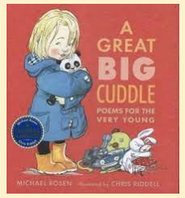
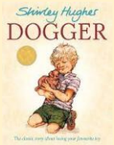
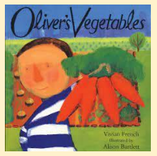
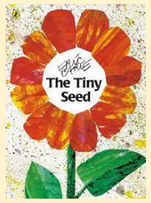
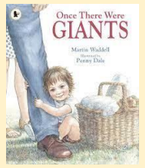
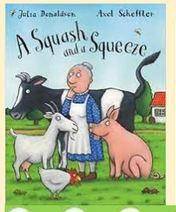
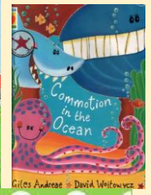
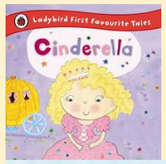
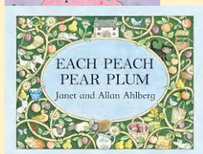
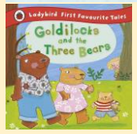
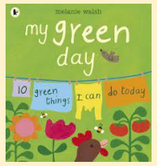
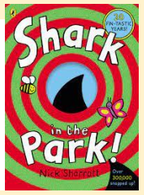
Early Years Foundation Stage – Long term planning

Reception

	Autumn		Spring		Summer	
	One	Two	One	Two	One	Two
Key Events	Harvest Celebrations	Remembrance Day Bonfire Night Christmas	Chinese New Year Pancake Day	Mother's Day Easter	Ramadan	Eid Father's Day
Cultural Capital	Visit from someone: People Who Help Us: Visitor e.g. Police, Fire Fighter, Dr etc Autumn Walk	Nativity / Performance Tesco's Visit (Ingredients / lists) Church Visit Reindeer Visit	Forest Schools	Garden Centre	Post Office Visit	"Farm on the Field"
Potential Themes	Who Am I? People Who Help?	Let's Celebrate	Cold Places	Growing	"The World Before Me"	"Looking After the World
Key Texts	 		 	 		 

5 A Day	     **Pat-A-Cake** Pat-a-cake, pat-a-cake Baker's man, Bake me a cake As fast as you can. Roll it, and pat it, And mark it with a B. Put it in the oven for Baby and me.	   Recipes		     **A Little Seed** A little seed for me to sow A little soil to make it grow A little hole, a little pat, A little wish, and that is that. A little sun, a little shower A little while- And then, a flower!	   And other fairy tales – fit in with "Each Peach Pear Plum"	 
Communication and Language	Listening, Attention and Understanding	Answer a range of questions Sit and listen to a story showing a good understanding Ask questions Engage in conversation (this may be on their own terms or based on their own motivations/ interests) Listens when asked to stop and follow a simple instruction (may need adult support) Start a conversation with a friend or familiar adult Follow a two part instructions Autumn 2 Shows a genuine interest in certain topics by asking questions to find out more Reflects on previous experiences to develop understanding, 'remember when we looked at…" (may need adult support) Use detail when recounting events. Beginning to answer why questions	Draw on previous experiences when making sense of new ones Articulate reasoning and make simple links Respond appropriately to questions and offers responses (may need some support / encouragement) Develop a strong sense of opinion Uses appropriate resources to carry out chosen learning Thinks about how they can find out the answer to a question Sit and listen during groups discussions / story time Answer a range of questions including simple 'why' questions	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back and forth exchanges with their teacher and peers Select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives e.g. mark making		

	Speaking	Link up 6 words with confidence and accuracy Use vocabulary that reflects breath of experiences to date Use talk when role playing and playing in provision - even if playing alone e.g. 'Let's go on the bus now…' Ask questions on order to make sense of the world around them Respond to social phrases e.g. 'Good morning' Answer simple questions Autumn 2 Answer simple questions and offer explanations Speak in front of a small group to share their ideas Talk more extensively about something they are interested in. Pretend objects are something else in their play e.g. 'This box is my castle' Sentences are more complex Beginning to use talk to work through problems / challenges faced in their play Use new vocabulary through the day and in different contexts Asks questions about what they have observed	Create a narrative through play Link statements and stick to the theme of the conversation for longer periods without jumping topic Use previous experience to talk about what might happen using language from books read Explain ideas and feelings using conjunctions e.g. 'because' or 'so'. (may need adult support) Use story language in play Add detail to recounts Use talk to work through problems or organise thinking Articulate their ideas and thoughts in well-formed sentences Listen to and respond to a range of books (fiction and non fiction)to develop a familiarity with new knowledge Use past and future tense mostly correctly	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
Personal, Social and Emotional Development	Self-regulation	Express feelings and give simple reasons e.g. I want Mummy. Seek help through finding an adult—allowing an adult to comfort them. Recognise when a peer is upset Follow a simple instruction (may still follow the lead of others) Allows an adult to comfort them. Autumn 2 Identify and name some common feelings in themselves or others e.g. happy, upset, cross, lonely, worried Explain to an adult what has happened when they are upset Follow familiar, routine instructions independently "Bounces back" quicker after upsets and with more independence.	Link events (in books, real life etc) with feelings and discuss them e.g. She is angry that he snatched the toy Solve small conflicts through speaking to each other and being assertive e.g. 'Stop that, I don't like it" or "Can I have a turn when you are finished?" Follow two-step instructions Wait with increased patience, when necessary, e.g. when waiting for a turn on the computer	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an a ability to follow instructions involving several ideas or actions
	Managing Self	Use the toilet independently and washes hands Take coat off and on independently, fastening may be with support Follow a simple instruction as part of a group Joins in an activity when invited by an adult Comment on what foods are healthy Follow the rules of the classroom Autumn 2 Know that washing hands is important Undress / dress independently (support with buttons) including coats Try new activities independently or with peers Explain reasons why classroom rules are needed Know that brushing teeth is important	Dress and undress independently Discuss healthy food choices Sort healthy foods from less nutritional food Discuss sensible choices in relation to food Understand and discuss consequences behaviour e.g. if hurt someone, it hurts and they are upset (may need adult support) Persevere when something is challenging (may need adult support) Complete a short activities independently Begin to identify what happens to their bodies in PE Know that exercise is healthy Know how to keep teeth healthy and why it is important	Be confident tot ry new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Understand that some foods are healthier than others and give some examples Understand how we can maintain a healthy lifestyle; exercise, healthy eating and dental care
	Building Relationships	Play alongside new peers and 'with' familiar peers Show interest in new peers **SCARF**: "Me and My Relationships" What makes me special People Close to Me Getting Help Autumn 2 Join in with a group of children who are playing Form some closer friendships and seeks them out to initiate play Speak to peers within a game or activity Take turns e.g. playing a simple game (may be with adult support) **SCARF**: "Valuing Difference" Similarities & Differences Celebrating Difference Showing Kindness	Hold back & forth conversation, listening to peers' ideas and responding appropriately Show empathy in simple ways e.g. finding an adult for a child who is hurt Show understanding of another child's perspective in discussion e.g. explaining what motivated someone to behave in a particular way Take turns with the systems in place e.g. sand timers **SCARF**: "Keeping Safe" Keeping my Body Safe Safe Secrets & Touches People Who Help to Keep Us Safe **SCARF**: "Rights & Respect" Looking After Things: Friends, Money and Environment	Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and others' needs **SCARF**: "Being My Best" Keeping my body healthy – food, exercise, sleep. Growth Mindset **SCARF**: "Growing & Changing" Cycles Life Stages Girls & Boys – Similarities & Differences"

Physical Development	Gross Motor Skills	Perform fundamental movement skills e.g. Jumping, running, hopping, skipping, climbing (not all proficient) Balance in a posed position on two feet with control Carry larger objects Catch a large ball. Kick with some degree of control Autumn 2 Walk up and down stairs mostly using alternate feet Develop increasing controls of apparatus e.g. striking with bats and balls Complete an obstacle course which requires various movements e.g. crawling, balancing (may need adult support) Move freely within a specific area with control using movements such as running, jumping, walking and hopping. Throw and roll object at large targets with some accuracy. Balance on basic small equipment such as floor mats, in a simple pose. Perform basic rolls Move across some apparatus using different movements	Catch and pass increasingly smaller balls Manipulate the speed / distance of a thrown object Use the balance bikes / trikes with competence Use good coordination and balance when walking across planks or climbing / jumping Take part in games such as Bugs bunny, tag and movement games with teams	Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Strike a range of objects using their hands and feet Throw and roll object at large targets with some accuracy Dribble a large ball using hands, feet and a tennis racket Participate in relay and collect games in small teams
	Fine Motor Skills	Use a dominant hand most of the time Use a knife and fork when eating (may need adult support) Zip up a coat / use buttons with some support Make controlled snips with scissors Thread beads / pasta etc on to a string Use tweezers to move objects Autumn 2 Form recognisable letters Handle smaller tools, objects and malleable materials competently, safely and confidently Add smaller enhancements to creations with increasing intention Stir with a spoon and spread with a knife independently Use a hole punch to make holes in paper Use a combination of dough manipulation skills to create own models	Uses proficient pencil control Form letters mostly correctly Develop the foundations of a handwriting style accurately Explore other ways of joining with support, treasury tags, split pins Use scissors independently to cut along a line	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing Select my own method of joining materials Use scissors with care to cut a variety of shapes and materials
Literacy	Comprehension	Knows that information can be retrieved from books, computers and mobile digital devices Can make a simple prediction about a book using the front cover. **Autumn 2** Re-enacts and reinvents stories they have heard in their play Describes main story settings, events and principal characters in increasing detail Enjoys an increasing range of print and digital books, both fiction and non-fiction	Is able to recall and discuss stories or information that has been read to them, or they have read themselves Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Re-read what they have written to check it makes sense (may be single word e.g. CVC).	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (when appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

	Word Reading	**RWI - Word Reading Expectation** Learn set 1 sounds To recognise all the set 1 sounds and blend them to read **CVC, CVCC, CCVC** with the following graphemes (WT1.1-1.5 Green word cards) Group 1:m, a, s, d, t Group 2: i. n, p, g, o Group 3: c, k, u, b, f, ck Group 4: e, l, h, sh, r Group 5: j, v, y, w, th Group 6: z, ch, qu, x, nk, ng Orally recognise and find items with the same initial sound. Begin to orally blend sounds into words, so that they can read short words made up of known letter– sound correspondences Autumn 2 Is beginning to read individual letters by saying the sounds for them Can supply words with the same initial sound for most taught single sounds. Beginning to blend and read CVC words containing known letter-sound correspondences.	**RWI - Word Reading Expectation** Learn set 1 sounds To be able to recognise and read without overt sounding and blending **CVC, CVCC** containing set 1 graphemes. **Book Reading Expectation** Read Red RWInc books containing **set 1 sounds** for fluency development Begins to recognise some written names of peers, siblings or Mummy and Daddy Beginning to segment to identify how many sounds are in a word. Recognise all taught single sounds including some digraphs Is reading phonetically decodable books with increasing confidence in word reading, their fluency and their understanding and enjoyment is developing. Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words. Children will link sounds to names, naming an sounding the letters of the alphabet.	**RWI -Word Reading Expectation** Learn set 2 sounds To be able to recognise and read without overt sounding and blending **CVC, CVCC, CCVC, CVCC, CCVCC** words containing the of set 1 Read **CVC, CVCC, CCVC** including the following graphemes: ay ee igh ow oo oo ar or air ir ou oy **Book Reading Expectation** Read Green/Purple RWInc books contain **set 1 sounds** for fluency development Say a sound for each letter of the alphabet plus 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. To read a selection of common exception words Read aloud simple sentences and books that are consistent with their phonic knowledge
	Writing	Use their dominant hand most of the time Form / write recognisable letters that match their current phonics teaching Autumn 2 Begin to make anticlockwise movements and retrace vertical lines Begin to segment simple CVC words and spell them correctly Children will be able to form/write recognisable letters that match their current phonics teaching.	Use writing for a wider range of purposes such as labels, captions and lists with increased independence Begin to Write simple, short sentences with words using known sound-letter correspondences, some using a capital letter and full stop Re-read what has been written to check that it makes sense Form some lowercase and uppercase letters correctly.	Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others Write simple, short sentences with words using known sound-letter correspondences, some using a capital letter and full stop
Maths	Number	NCETM	NCETM	NCETM
	Numerical Patterns	Talk about and identify the patterns around them, e.g. stripes on clothes, designs on rugs and wallpaper Using formal language, pointy, spotty or blobs Extend and create a, b, a, b patterns. E.g. stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, e.g. using first, then. Autumn 2 Beginning to explore which number you can and cannot share equally up to 5. Can compare groups of objects that are more, less or the same as 5. Explores and represents doubles up to 5,. e.g double 1, double 2. I know that amounts change when we add or subtract. I can identify a mistake in a pattern. Can talk about and explore 2D and 3D shapes, using informal and mathematical language, e.g. sides, corners, straight, flat and round. Children can recreate 2D pictures e.g. using the blocks ta build a building from a given picture	To notice a pattern and continue. Can compare groups of objects that are more, less or the same as 5, using language, more, fewer etc. Understands which numbers are odd and even up to 10 and why. I can share quantities up to 10 equally and explore and represent doubles up to 10. Combines shapes to make new ones, e.g. arch, bigger triangles etc. Can identify 2D shapes within 3D shapes. Can manipulate shapes using their spatial reasoning skills, including the solving of more complex jigsaws.	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally ***In addition to ELG:*** *Continue, copy and creates own patterns.* *I can show resilience and learn from making mathematical mistakes.* *Selects, rotates and manipulates shapes in order to develop spatial reasoning skills.* *Compose and decompose shapes so that they recognize that shapes can have other shapes within it, just as numbers can.* *Compares length, weight and capacity*

	Shape, Measures & Spatial Awareness etc	Spatial Awareness: Autumn 1 Make a local area map, where do they live etc? – use positional language and directions Autumn 2 Make a local area map to walk to Tesco – use positional language and directions Money: Autumn 2 Tesco / Christmas Shop: Introduce 1p, 2p, 5p, 10p Ongoing in Provision Daily in class Daily routines – visual timetables / dates / calendars. Days of the week and weather Shape: Use mathematical language - shape names, 2d and 3d, curved / straight etc to describe. - Construction Area / Creative Area – models – inside and outdoor provision. Measures: Long / short, tall / short , big / small, heavy / light to describe creations in the Construction Area (indoor and outdoors) Full / half full / empty – water areas – inside and outdoors. Spatial Awareness: Use positional language / directions / maps in provision. Read books such as Rosie's Walk, Spot books – positional language Jigsaws – turning pieces so shapes fit together.	Measures: Can use vocab tall / short – to describe and compare plants. Ongoing in Provision Daily in class Daily routines – visual timetables / dates / calendars. Days of the week and weather Books such as Jasper's Beanstalk – days of the week Measures: Long / short, tall / short , big / small, heavy / light to describe creations in the Construction Area (indoor and outdoors) Full / half full / empty – water areas – inside and outdoors. Begin to use measuring tools – rulers etc. Shape: Use mathematical language - shape names, 2d and 3d, curved / straight etc to describe. - Construction Area / Creative Area – models – inside and outdoor provision. Spatial Awareness: Use positional language / directions / maps in provision. Read books such as Rosie's Walk, Spot books – positional language Jigsaws – turning pieces so shapes fit together.	Spatial Awareness: Summer 2 Make own maps for the Farm – linked to "What the Ladybird Heard" Ongoing in Provision Daily in class Daily routines – visual timetables / dates / calendars. Days of the week and weather Measures: Long / short, tall / short , big / small, heavy / light to describe creations in the Construction Area (indoor and outdoors) Full / half full / empty – water areas – inside and outdoors. Begin to use measuring tools – rulers etc. Spatial Awareness: Use positional language / directions / maps in provision. Read books such as Rosie's Walk, Spot books – positional language Jigsaws – turning pieces so shapes fit together.
Understanding the World	Past and Present (History)	Children will be able to recognise if an object is from the past or is modern. They may be able to sort objects and photos from past and present (maybe with support). Use visual timetables to begin to understand chronology Recognise if an object is from the past or is modern Autumn 2 Draw on own experiences and relate it to stories in class or topic work (e.g. I went to the seaside, I saw a donkey) Understand that people born before them are older Recognise simple similarities and differences Retells memories with support Know that we grow from a baby to a child to an adult Name members of their family	Sort modern stories from traditional stories (may need adult support) Talk about stories that are set in the past and they will recognise some differences between then and now (types of furniture, types of activities, clothing etc.) Children will be able to put pictures in chronological order (up to 3) – baby, teenager, grandparent. Begin to organise events using basic chronology (may need adult support) Show an interest in characters and events in books showing lives in the past Sort objects and photos from past and present independently Know that information can be retrieved from books, the internet and people Know how they have changed from when they were born to now Retells memories of events confidently Know some simple past tense phrases was, lived show an interest in how their life is different from their parents and grandparents	Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling Use the words now and a long time ago and understand its meaning Begin to organise events using basic chronology recognising that some things happened before they were born Begin to make comparisons about life in the past to their life now with support Know that what book characters are wearing/doing help us to understand what life was like at that time (e.g. similarities and differences) Begin to show an understanding of how their life is different from their parents and grandparents To begin to understand that there are important individuals in Britain, such as King Charles and Queen Elizabeth

	People, Culture and Communities	Know that other children do not always enjoy the same things, and is sensitive to this (PSE) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (Geography) Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions (RE) Enjoys joining in with family customs and routines. (RE / PSE) Talk about the lives of people around them and their role in society. (PSE) Autumn 2 Explore simple maps (Geography) Name different parts of the local community (home, house, school, Church, shop, park)(Geography) Beginning to explain maps (Geography) Draw a simple map or plan linked to story (Geography) Begin to understand the use of maps (Geography) Explains and enjoys joining in with family customs and routines.(RE)	Draw information from a simple map. (Geography) Recognise some similarities and differences between life in this country and life in other countries (Geography) Name, understand and explain that some places are special to members of their community (Geography / RE) Recognise that people have different beliefs and celebrate special times in different ways (RE) Explore and make observations of different parts of the local area e.g. church, local shop (Geography) Understand the use of maps (Geography) Draw a simple (geographical – not linked to a story!) map (Geography)	Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Geography) Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class (Geography) Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps (Geography)
	The World	Explore the natural world around them (Geography) (Science) Understand the need to respect and care for the natural environment and all living things (Science) Talk about what they see and hear using a wide vocabulary.(Science / Geography) Talk about and compare the differences between materials and changes they notice (Science) Be aware of changing seasons on the natural world around them (Geography) (Science) Talks in detail about features of own and immediate environment)(Geography) Use simple geographical words to describe physical features seen in books and on pictures e.g. beach, wood, sea (Geography) Notices and comments on change in their learning environment (Geography) Autumn 2 Explore the natural world around them. (Geography) (Science) Describe what they see, hear and feel whilst outside (Geography) (Science) Explain the need to respect and care for the natural environment and all living things(Science) Talk about, compare and explain the differences between materials and changes they notice (Science) Make observations about the environment in Autumn and Winter (Geography) Know the weather associated with Autumn and Winter (Geography) Operate technology and digital equipment (support may be with adult support) (Science) Interact with multimedia software to make something happen on screen with support (Technology / Computing)	Explore and comment on the natural world around them(Geography) Describe what they see, hear and feel whilst outside (Geography) Recognise some environments that are different to the one in which they live(Geography) Understand the effect of changing seasons on the natural world around them(Geography) Name and describe the seasons - Spring and Summer (Science) Plant seeds and care for growing plants beginning to understand what they need to grow (Science) Understand the basics of what a plant needs to grow: water, soil and sunlight (Science) Identify different parts of a plant including roots, stem, leaves and flower (Science) Understand simple life cycles – plant (Science) Understand simple life cycles – animal(Science) Identify the habitats of some animals (Science) Know about similarities and differences in relation to living things(Science) Make observations about the environment in Spring and Summer (Geography) (Science) Know the weather associated with Spring and Summer (Geography) (Science) Understand the process of freezing and melting(Science) Identify which materials float (Science) Know that materials have certain uses depending on their properties(Science) Know about similarities and differences in relation to materials(Science) Closely observes experiments over several days(Science) Records their findings in their own way, e.g plant diary(Science) Understand that they should not talk to anyone they do not know online (Technology / Computing) Explore the movement of programable toys (Technology / Computing)	Know some similarities and differences between the natural world around and contrasting environments, drawing on experiences and what has been read in class (Geography) Explore the natural world around, making observations and drawing pictures of animals and plants (Science) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (Science) Explore and make observations of places out of the local area e.g. on school visit to Hesketh Farm(Geography) Make observations of animals (Science) Talks about features of own and immediate environment and how environments vary from one another (Geography) Know that the environment and living things are influenced by human activity (Geography) Identify and compare the 4 seasons and weather associated with seasons(Geography) Select and use technology for particular purposes (Science)

Expressive Arts and Design	Creating with Materials	Gives meaning to the marks that are made (Art) Safely constructs with a purpose and can talk about what they have made (DT) Attach junk modelling items together and describe model (DT) Use glue (Pritt stick and PVA) and Sellotape to join materials (DT) Explore and investigate a range of simple large scale construction materials, such as cardboard boxes, big bricks and crates, (DT) Sketch a self-portrait features appropriately placed (Art) Make choices about the colours that they use (Art) Select materials from a limited range that fit a particular criteria, such as shiny with independence (DT) Autumn 2 Uses simple tools and techniques competently and appropriately (DT) Experiments with creating different things and talks about their uses (DT) Paint a self-portrait with the features appropriately placed (Art) Talk with confidence about some things that have been made naming the resources used. (DT)	Create collaboratively, sharing ideas, resources and skills with other children(DT) Attach junk modelling items together and explain choices of material when prompted (DT) Discuss some of the changes made during the making process with prompts(DT) Create dough models independently (Art) Assemble transient art objects to create an image Explore building bridges and towers using a variety of small scale construction materials, blocks, Lego, cardboard. (DT) Sketch a self-portrait with the features appropriately placed and detail added (Art) Sketch things that they have observed, or images Paint a self-portrait with the features appropriately placed and detail added (Art) Paint things that they have observed, or images (Art) Print with deliberate placement to create a pattern (Art) Create a new colour by independent mixing (Art) Talk with confidence about some things that have been made naming the resources and showing some understanding of the techniques that I have used (DT Explore watercolour paints and using one thickness of brush (Art)	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, from and function (Art)(DT) Share their creations, explain the process they have used. (Art) (DT) Make use of props and materials when role playing in narratives and stories (DT) Create junk models and explain choices of materials (DT) Create and describe clay models- talk about the skills used on prompting (Art) Assemble mixed collage materials including fabric to make own creations and describe (Art) Print with deliberate placement to create a pattern 0or image and describe the skills used using vocabulary (press, paint, paper, pattern) Explain what I am making and which materials I am using and why (Art) (DT) Explain work as it progresses(Art) (DT) Begin to discuss what has been made and with prompts I am beginning to identify good points and bad points (Art) (DT) Changes, adapts and modifies model to serve a purpose (DT) Sketch things that they have observed with increasing detail with consideration to shape , size, colour and detail (Art) Paint things that they have observed with increasing detail with consideration to shape , size, colour and detail (Art) Use watercolour paints and more than one thickness of brush (Art) Build with a variety small scale construction adapting to make them more stable (DT)
	Being Imaginative and Expressive (Performing Arts)	Remembers the words to a range of songs and nursery rhymes. Sing an increasing selection of Nursery Rhymes and songs Build on Nursery knowledge of playing percussion instruments, naming them and knowing how they are played Sing new songs as a group beginning to match pitch and melody Autumn 2 Takes on different roles and acts out scenarios in a small group. Sings in a group, following a melody. Learn and perform songs for an audience at the Christmas concert	Develop storylines in their pretend play Listens attentively, moves to and talks about music, expressing how it makes them feel Sings on their own, increasingly matching the pitch and following the melody Listen to a growing range of different types of music (pop, classical etc) and will comment on what I have heard with some support about the changes Play pitch matching games Move in time to the sound of music	Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform music making, songs, rhymes, poems and stories with others, and try to move in time with music Sing a greater variety of song and rhymes showing an increased awareness of melody and pitch when singing Explore music making and perform with other in a group Discuss changes and patterns in music Show increased confidence in performing for others Use simple percussion instruments to move in time to a piece of music or song Show greater control when playing musical instruments copying and extending simple rhythmic patterns