

Corpus Christi Catholic Primary School

Early Years Long Term Curriculum



Autumn				Spring				Summer				
Domestic Church – Family: Myself				Local Church – Community: Celebrating				Pentecost – Serving: Good News				
Baptism – Belonging: Welcome				Eucharist – Relating: Gathering				Reconciliation – Inter-relating: Friends				
Advent – Loving: Birthday				Lent/Easter – Giving: Growing				Universal Church – World: Our World				
Nursery							Reception					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
General Themes	Myself - Domestic	Festivals and Celebrations Signs of Autumn	Hot and cold places	Living and Growing	Journeys	Transport Seaside	Myself - Domestic	Signs of Autumn Festivals and Celebrations	Hot and cold places Superheroes / people who help us	Living and growing	Life cycles Bugs / creatures / dinosaurs	Transport Seaside Pirates
	A1 - Listening, attention and understanding Begin to listen to simple stories and nursery rhymes. Begin to listen to simple instructions – Good sitting, good looking, good listening. Can focus on an activity of their own choosing for a short period of time. Can follow routine events and activities e.g. daily routine.		S1 - Listening, attention and understanding Shows interest in play with sounds, songs and rhymes. Can listen to familiar stories with some attention and recall. Show awareness of environmental sounds. Identifies action words by following simple instructions e.g. show me jumping		Sum 1 - Listening, attention and understanding Listens to others in one to one, small groups about a topic of interest. Can follow simple directions (if not intently focused) Shows an understanding of prepositional language e.g. on, under Beginning to stop and listen, making eye contact when attention is gained.		A1 - Listening, attention and understanding Knows how to listen and why we listen - we listen for enjoyment (stories) - we listen so we know what to do (instructions) - we listen to learn new things Listens to others in one to one or small groups Promote and model active listening – good sitting and good looking Shows variability in listening behaviour; may move around and fiddle but still be listening		S1 - Listening, attention and understanding Beginning to understand humour, e.g. nonsense rhymes and jokes Can follow a story without pictures or props Can name characters, main events, plot and settings in traditional tales Understands the relationship between speaking and listening Maintain eye contact and track the teacher to show good listening		Sum 1 - Listening, attention and understanding Responds to three step instructions Understands questions such as who, why, when, where and how Listens to stories without visuals Shows listening behaviours in assembly, church etc Continues to explore and use new vocabulary Know we can listen attentively with sustained concentration, and this is expected.	

				Makes eye contact when listening		
<p>A2 - Listening, attention and understanding</p> <p>Listens with interest to the noises adults make when they read stories.</p> <p>Can focus their attention, can shift to a different task if attention fully obtained.</p> <p>Understands simple one step sentences or instructions e.g. get your coat.</p> <p>Can select familiar objects by name and will go and find objects when asked or identify objects from a group.</p> <p>Beginning to understand 'who' and 'what' in simple questions e.g. who likes bananas?</p>	<p>S2 - Listening, attention and understanding</p> <p>Can join in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Understands 'where' in simple questions e.g. where is your coat?</p> <p>Beginning to understand more complex sentences (two step) e.g. put your toys away and then sit on the carpet.</p> <p>Beginning to understand simple concepts e.g. fast/slow, good/bad.</p>	<p>Sum 2 -- Listening, attention and understanding</p> <p>Beginning to understand 'why' and 'how' questions e.g. 'how do we know?'</p> <p>Has increasing attention – can still listen or do, but can change their own focus of attention.</p> <p>Beginning to understand how to listen and why it is important.</p> <p>Can sometimes listen to others in one to one or small groups.</p> <p>Can listen to and may engage in story time.</p>	<p>A2 - Listening, attention and understanding</p> <p>Understands how to listen carefully and why listening is important</p> <p>Responds to two step instructions/directions</p> <p>Begins to understand why and how questions</p> <p>Listen to and engage, in story time.</p> <p>Shows understanding by joining in with repeated refrains, answering simple retrieval questions about plot, characters etc</p>	<p>S2 - Listening, attention and understanding</p> <p>Understands 'why' questions and respond appropriately to them</p> <p>Shows understanding of new vocabulary</p> <p>Listens to Non-Fiction books</p> <p>Developing new knowledge through listening to these books</p> <p>Understands plurals and negatives in complex sentence structures</p>	<p>Sum 2 – Listening, attention and understanding</p> <p>Listens attentively during discussions as a class, with peers and with teacher</p> <p>Makes comments about what they have heard and ask questions to clarify their understanding.</p> <p>Asks questions in discussions when 1:1, in small groups and larger class discussions</p> <p>Shows understanding of tense – use past, present and future</p> <p>Holds conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	
<p>A1 - Speaking</p> <p>Copies familiar expressions e.g. all gone, oh dear.</p> <p>Uses different types of everyday words in simple sentences e.g. sleep, hot, go, shoe</p> <p>Beginning to ask simple questions.</p> <p>Can talk about people and things that are not present.</p>	<p>S1 - Speaking</p> <p>Uses longer sentences e.g. mammy's gone to work, daddy's at shops.</p> <p>Can use storybook pictures to describe what is happening.</p> <p>May answer 'who', 'what' and 'where' questions.</p>	<p>Sum 1 - Speaking</p> <p>Can retell a simple past event in the correct order e.g. went to shops, bought a toy.</p> <p>May talk more extensively about things that are of particular importance to them.</p> <p>Builds up vocabulary that reflects breadth of their experiences.</p>	<p>A1 - Speaking</p> <p>Speaks with others about their needs and wants</p> <p>Answer simple questions, "How are you?"</p> <p>Can talk about themselves, their likes, dislikes and families in a one-to-one and small group situation.</p> <p>Begins to extend ideas using 'and'</p>	<p>S1 - Speaking</p> <p>Retell stories in play.</p> <p>Use talk partners.</p> <p>Can talk about themselves, their likes, dislikes and families in a larger group</p> <p>Extend answers using conjunctions, 'and' and 'because'.</p> <p>Participates in small group, class and one-to-one discussions,</p>	<p>Sum 1 - Speaking</p> <p>Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Giving increasing detail in answers to questions</p>	

			Can use talk in pretending that objects stand for something else. E.g. This box is my castle.		offering their own ideas, using recently introduced vocabulary Use sequencing words – First, Then, Next, After that.	
	<p>A2 - Speaking</p> <p>Uses language to share feelings, experiences and thoughts.</p> <p>Beginning to use word endings e.g. going, shoes.</p> <p>Enjoys joining in with some rhymes</p> <p>Can ask simple 'what' questions e.g. what are you doing?, What is? ..</p>	<p>S2 - Speaking</p> <p>Holds a conversation, sometimes jumping from topic to topic.</p> <p>Learns new words rapidly and can use them when communicating.</p> <p>Can ask simple 'where' and 'who' questions e.g. where are you going? And who's is that?</p>	<p>Sum 2 - Speaking</p> <p>Questions why things happen and may begin to give explanations.</p> <p>Can ask simple who, what, when and how questions e.g. How are you?</p> <p>Can talk about/recall past experiences e.g. holidays they have been on</p> <p>Beginning to use more complex sentences, extending ideas using 'and'</p> <p>In one to one or small group situations, may use language they hear around them in their culture and community to talk about themselves and their likes and dislikes.</p>	<p>A2 - Speaking</p> <p>Uses conjunctions, with modelling and support from their teacher</p> <p>Retell a familiar story, using some vocabulary</p> <p>Begins to speak with the purpose of performing</p>	<p>S2 - Speaking</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Use newly introduced vocabulary in small groups</p> <p>Begin to formulate simple questions to ask a visitor</p>	<p>Sum 2 - Speaking</p> <p>Articulate their ideas/feelings /experiences using full sentences.</p> <p>Uses past, present and future tenses</p> <p>Explains their point of view when disagreeing</p> <p>Use newly introduced vocabulary in whole class situations</p> <p>Find out more by asking questions.</p>
	<p>A1 - Managing self</p> <p>Experiments with what their bodies can do through setting themselves physical challenges e.g. pulling a large truck up some stairs.</p> <p>Begins to use me, you and I in their talk and to show awareness and to show awareness of their social identity of gender, ethnicity and ability.</p>	<p>S1 - Managing self</p> <p>Knows their own name, their preference and interests and is becoming more aware of their unique abilities.</p> <p>Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions.</p> <p>Beginning to use language to indicate a need for help.</p>	<p>Sum 1 - Managing self</p> <p>Beginning to recognise that people are different and becoming interested in learning about those differences.</p> <p>Enjoys a sense of belonging through being involved in daily tasks e.g. special helper</p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking risks and</p>	<p>A1 - Managing self</p> <p>Recognises we all have feelings.</p> <p>Understands all feelings are ok.</p> <p>Understands to talk to an adult when they feel sad/angry/scared as they can help.</p> <p>Learning to tolerate delay.</p>	<p>S1 - Managing self</p> <p>Develop patience whilst tolerating delay.</p> <p>Begins to link events in books to real life feelings.</p> <p>Explore strategies for self-comfort.</p> <p>Using picture prompts of different scenarios, talk about possible responses.</p>	<p>Sum 1 - Managing self</p> <p>Further develop perseverance.</p> <p>Continue to build confidence to speak with others about interests, opinions and ideas.</p> <p>Participate in circle time, review time and planning time.</p> <p>Discuss abilities – what am I good at? what do I need to get better?</p>

	Shows their growing sense of self through asserting their likes and dislikes, choices, decisions and ideas.		trying new things or social situations. Beginning to express their needs and may ask adults for help.	Develop sense of responsibility of looking after the classroom and being respectful of resources Leave familiar adult happily at the beginning of the school day. Learn importance of hand washing before food and after using the toilet Selecting resources independently. Plays alongside others, developing confidence with resources and class environment.	Shows confidence in choosing resources and perseverance. Developing an understanding of school rules and understands why we have school rules – to keep everyone safe. There are people we can ask for help. Beginning to resolve conflicts independently. following adult modelling.	Learn importance of good oral hygiene, keeping ourselves clean and germ free, making healthy choices when eating and engaging with regular exercise.
	A2 - Managing self Be increasingly independent in meeting their own care need e.g. using the toilet, washing and drying their hands. Beginning to demonstrate independence as they get dressed and undressed e.g. putting on their own coats. Begin to approach adult and indicate needs. May seek emotional support if needed.	S2 - Managing self Talks about how they are individual and express themselves differently. Beginning to identify and talk about their own unique abilities. Is gradually learning that their actions have consequences but not always the consequences they hoped for. Explores their identity by pretending, experimenting and seeing how others respond e.g. being shy in play one day then the next saying 'I'm the boss'.	Sum 2 -Managing self Beginning to select resources independently and with a purpose. May demonstrate confidence in choosing own experience and learning. Is aware of being evaluated by others and begins to develop ideas about themselves according to the messages they hear from others e.g. if they are told their lego model is good, they will continue to build. Celebrates their and others achievements or failures.	A2 - Managing self Begins to identify all of our different feelings and emotions. Develop confidence in choosing own experiences and learning. Develop strategies for staying calm when frustrated. Showing patience while waiting – improving at tolerating delay. Begins to recognise that their behaviour may affect others, especially when they are angry. Considers the feelings of others.	S2 - Managing self Begin to persevere when tasks become difficult. Encourage children to challenge themselves and keep trying. Beginning to resolve conflicts independently. Model how to respond positively to feedback – Austin's butterfly. Begin to independently identify what they can improve.	Sum 2 - Managing self Consider other ways of doing something if something hasn't worked. Prepare for transition to Year 1 Showing resilience and perseverance when challenged.
	A1 - Building Relationships Leaves familiar adult happily at the beginning of the day. Explores the environment, interacts with others and plays confidently. Beginning to understand the feelings of others, gives comfort in the same way that they like to be comforted themselves.	S1 - Building Relationships Builds relationships with special people. Shows empathy and concern for people who are special to them by partially matching others' feelings with their own. Begins to understand turn taking and sharing.	Sum 1 - Building Relationships Actively looks for others to spend time with and enjoys interacting, playing, and sharing ideas. Becoming more aware of other people's feelings and needs, and is getting better at controlling their own behaviour, especially in a calm and supportive environment.	A1 - Building Relationships Seeks out adults and other children in their play Learn each other's name Learn to ask for help when they need support. Asks others to join play. Welcomes others into their play	S1 - Building Relationships Develops particular friendships with other children Understanding the concept of friendship – including people Understanding that a friend is someone who helps and supports. Understanding that people like doing different things	Sum 1 - Building Relationships Develops particular friendships with other children, which help them to understand different points of view Knowing that the feelings and views of others are important Learning to negotiate and solve problems without aggression.

	Begins to develop social skills and enjoys both independence and social play.				Understanding that people can have lots of friends and not just one friend.	
	<p>A2 - Building Relationships</p> <p>Shows more confidence as they explore new situations.</p> <p>Expresses their own ideas and preferences whilst paying attention to how others react.</p> <p>Begins to talk with others to solve conflicts, using an adult for support.</p>	<p>S2 - Building Relationships</p> <p>Beginning to understand that not everyone thinks or feels the same way they do.</p> <p>Beginning to cooperate, particularly with familiar people in a safe and supported situation.</p> <p>Actively looks for other people to spend time with and particularly enjoys sharing activities and experiences based on shared interests.</p>	<p>Sum 2 - Building Relationships</p> <p>Beginning to help find solutions to conflicts with peers in a positive way.</p> <p>Enjoys playing alone, alongside and with others and actively tries to include others or join in with them.</p>	<p>A2 - Building Relationships</p> <p>Shows increasing consideration of other people's needs</p> <p>Gradually begins to improve impulse control.</p> <p>Looks for a supportive adult for help in resolving conflict with peers.</p> <p>Learns to use words to show feeling hurt or upset, saying, 'Stop I don't like that' if a child is upsetting them</p>	<p>S2 - Building Relationships</p> <p>Begins to tell friends when they are upsetting them.</p> <p>Recognising signs that someone is unhappy.</p> <p>Knowing how to support our friends</p> <p>Can ask friends if they need help</p> <p>Talks about relationships outside of school – siblings, cousins, other friends.</p>	<p>Sum 2 - Building Relationships</p> <p>Talks about worries we have and how to help each other feel better.</p> <p>Develop relationships with Y1 staff in preparation for transition.</p> <p>Develop sense of responsibility by being chosen for special tasks or jobs.</p>
	<p>A1 - Self-Regulation</p> <p>Begins to understand that their familiar adult will return at the end of the school day.</p> <p>Shows a wide range of emotions, both positive and negative, mainly through what they do and how they behave, and sometimes with simple words.</p> <p>Begins to insist on doing things their own way.</p>	<p>S1 - Self-Regulation</p> <p>May begin to talk about their feelings using words such as sad, happy, scared and angry.</p> <p>Becoming aware of how others may feel and responds with empathy and care.</p> <p>Begins to show awareness of themselves and how others see them and can show more complex emotions.</p>	<p>Sum 1 - Self-Regulation</p> <p>May start to feel more scared of imagined or unfamiliar things.</p> <p>Begins to recognise the feelings of others and may talk about them.</p> <p>Beginning to understand why they feel the way they do and may attempt to explain.</p>	<p>A1 - Self-Regulation</p> <p>Expresses a wide range of feelings in their interactions with others, including excitement and anxiety, guilt and self-doubt.</p> <p>I know it is ok to feel sad, angry or scared. If I tell a grown up, they can help</p> <p>Learning to tolerate delay</p> <p>Co-regulate with the support of an adult</p> <p>Develop strategies for staying calm when frustrated</p>	<p>S1 - Self-Regulation</p> <p>Recognises that if someone is busy with someone else, it is sometimes best to wait until they are finished and not interrupt.</p> <p>Talks about their own and others feelings and behaviour and consequences.</p> <p>Copy an adult when they model how to manage their own feelings.</p> <p>Increasingly following school rules, without reminders.</p>	<p>Sum 1 - Self-Regulation</p> <p>Show an understanding of their own feelings and those of others.</p> <p>Begins to regulate their behaviour accordingly.</p> <p>Increasing self-control – stopping themselves from doing something they shouldn't.</p> <p>Know that people show their emotions in different ways, e.g. crying with happiness.</p>

	<p>A2 - Self-Regulation</p> <p>Knows how to get comfort when they feel upset or distressed and may soothe themselves with a comfort object such as teddy, blanket or thumb.</p> <p>Beginning to think about how they feel.</p>	<p>S2 - Self-Regulation</p> <p>Beginning to learn right from wrong and can sometimes control their actions to avoid hurting others, especially in calm, supportive and familiar situations.</p> <p>Is aware of routines and rules and is becoming more confident and cooperative in group situations.</p>	<p>Sum 2 - Self-Regulation</p> <p>Beginning to take other people's needs into account and adjusts their behaviour to respond appropriately.</p> <p>Understands the impact of their behaviour on others and developing empathy and responsibility.</p> <p>Demonstrates an understanding that their choices and behaviour can have consequences.</p> <p>Learning to tolerate delay.</p>	<p>A2 - Self-Regulation</p> <p>Understands that all feelings are understandable and acceptable</p> <p>Understands that expectations vary depending on different events and social situations.</p> <p>Is more able to recognise the impact of their behaviour and choices.</p> <p>Beginning to calm with more independence - Using the calm corner to regulate or the Calming Rainbow</p>	<p>S2 - Self-Regulation</p> <p>Seeks ways to manage conflict, for example: through holding back, sharing, negotiation and compromise.</p> <p>Links events in books to real life feelings.</p> <p>Introduced to ways of self-comfort as opposed to immediately seeking adult interaction.</p> <p>Begins to understand that some people show emotions in different ways, e.g. crying with happiness.</p>	<p>Sum 2 - Self-Regulation</p> <p>Understands their own and other people's feelings, offering empathy and comfort</p> <p>Talks about their own and others feelings and behaviour and its consequences</p> <p>Attempts to repair a relationship or situation where they have caused upset</p> <p>Understands how their actions impact other people</p> <p>Is capable of managing their feelings and tolerates situations in which their wishes cannot be met</p>
PSHE				<p>Ten Ten Autumn 1</p> <p>Handmade with Love I am Me Me, My Body, My Health, Head, Shoulders, Knees and Toes</p> <p>Ten Ten Autumn 2</p> <p>Ready Teddy? I Like, You Like, We All Like! All the Feelings! Let's get Real</p>	<p>Ten Ten Spring 1</p> <p>Growing up Role Model Who's who You've got a friend in me</p> <p>Ten Ten Spring 2</p> <p>Forever friends Safe inside and out My Body, My rules Feeling poorly</p>	<p>Ten Ten Summer 1</p> <p>People who help us God is Love</p> <p>Ten Ten Summer 2</p> <p>Loving God, Loving others Me, You, Us</p>
Physical Development	<p>A1 - Gross Motor</p> <p>Able to go up and down steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Sits up from lying down.</p> <p>Kicks a stationary ball with either foot.</p> <p>Throws a range of different objects and items such as large beach ball and other items e.g.</p>	<p>S1 - Gross Motor</p> <p>Stands up from sitting, using hands to support sitting to standing movement.</p> <p>Throws a ball a short distance and to large targets.</p> <p>Catch a large soft ball thrown into the air in two hands cradling ball into chest.</p> <p>Runs with adjusts to speed and direction to avoid obstacles,</p>	<p>Sum 1 - Gross Motor</p> <p>Squats with steadiness.</p> <p>Throw small balls to a partner with a short distance and to smaller targets e.g. a bucket or net.</p> <p>Catch balls and beanbags when throwing and catching with a partner from short distances.</p> <p>Travel at differing speeds and direction on command using</p>	<p>A1 - Gross Motor</p> <p>Exploration of outdoor equipment – trikes, balance bikes, scooters and road sledges</p> <p>Exploration of body movements – walking, jogging, sprinting, jumping, hopping, skipping and crawling</p> <p>Uses feet to scoot a balance bike.</p> <p>Stopping on a signal</p>	<p>S1 - Gross Motor</p> <p>Jumping off an object and landing appropriately using hands, arms and body to stabilise and balance</p> <p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</p> <p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</p>	<p>Sum 1 - Gross Motor</p> <p>Confidently jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p>Introduce games with rules and teams - tag</p>

<p>scarves, with increasing force and accuracy over arm.</p> <p>Runs safely on whole foot with knees up on the spot</p> <p>Moves in response to music or rhythms played on instruments such as drums or shakers. Jumps up into the air with both feet leaving the floor and can jump forward a small distance</p> <p>Begins to walk, run and climb on different levels and surfaces</p> <p>Takes off own shoes.</p> <p>Puts on and takes off own coat and hangs it on peg.</p>	<p>running in a straight line and skipping using alternate feet.</p> <p>Learns a short routine when moving in response to music.</p> <p>Jumping with two feet together and leaving the floor forwards and backwards.</p> <p>Puts feet into own shoes and fastens velcro.</p>	<p>different movements jogging/running/skipping</p> <p>Jumping forwards on two feet, increasing control over distance and height.</p> <p>Jumping over flat rubber spots</p> <p>Pre-writing muscle strengthening activities: streamers, large scale painting</p> <p>Puts both own socks and shoes on and fastens velcro.</p>	<p>Can grasp and release with two hands to throw and catch a large ball</p> <p>Pre-writing muscle strengthening activities: streamers, large scale painting - Squiggle while you Wiggle transitional unit</p>	<p>Catching large balls with extended arms</p> <p>Make changes to body shape, position and pace of movement</p> <p>In dance, create movements which demonstrates their own ideas</p>	<p>Create obstacle courses ensuring a range of surfaces and heights</p>
<p>A2 - Gross Motor</p> <p>Throws large balls over arm.</p> <p>Runs with spatial awareness and negotiates space successfully.</p> <p>Catch a large ball by using two hands and their chest to trap it.</p> <p>Jog in a straight line and change direction.</p> <p>Copy a range of basic actions when moving in response to music.</p> <p>Jumps up into the air with both feet together, leaving the floor and landing safely.</p> <p>Exploration of outdoor equipment – trikes, balance bikes, scooters and road sledges</p> <p>Takes off own socks</p>	<p>S2 - Gross Motor</p> <p>Stands up from sitting, feet flat on the floor, shoulder width apart, bend forward slightly shifting weight to the front of feet and stand up.</p> <p>Throw smaller balls and bean bags over arm.</p> <p>Catch a large soft ball in the palms of hands and fingers when thrown into the air cradling ball into chest.</p> <p>Run in a straight line and change direction.</p> <p>Learn short routines, beginning to match pace.</p> <p>Jump over a stationary line.</p> <p>Uses wheeled toys such as balance bikes, trikes, road sledges, scooters</p> <p>Puts on own socks.</p>	<p>Sum 2 - Gross Motor</p> <p>Throwing balls and bean bags using two hands to throw.</p> <p>Catch larger balls when throwing and catching from a partner from a small distance away.</p> <p>Negotiating space and obstacles whilst travelling at different speeds and directions on command.</p> <p>Begin to learn a longer routine.</p> <p>Jump forwards with increasing control over distance and height.</p> <p>Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.</p>	<p>A2 - Gross Motor</p> <p>Can grasp and release with two hands to throw and catch a smaller ball, beanbag or object</p> <p>Runs with spatial awareness and negotiates space successfully</p> <p>Exploration of small equipment – large and small balls, beanbags, quoits, hoops, javelins</p> <p>Confidently uses feet to scoot a balance bike and manoeuvre around corners</p> <p>Throwing beanbags at a target.</p>	<p>S2 - Gross Motor</p> <p>Travels around, under, over and through balancing and climbing equipment</p> <p>Throwing beanbags at a target, thinking about stance and under-arm swing</p> <p>Creating obstacle courses</p> <p>Catching balls by bringing hands towards chest</p> <p>Stops balance bike effectively and leaves sensible distance behind other riders</p> <p>In dance, join in a range of different movements, changing speed and style</p> <p>Travels backwards and sideways</p>	<p>Sum 2 - Gross Motor</p> <p>Moves in different ways, testing out ideas and adapting movements to reduce risk</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p> <p>Exploring different ways to jump – straight tuck jumping jack, half turn</p> <p>Use fingers to push the ball down and bounce with two hands</p> <p>Introduce games with rules and teams - football and dodgeball</p>

Physical Development	<p>A1 - Fine Motor</p> <p>Enjoys action songs and rhymes, can imitate actions, and start to anticipate what will happen next.</p> <p>Understands that how they move their hand changes the lines or shapes they make on the paper.</p> <p>Begin to hold a book the correct way up.</p> <p>Makes marks in sensory materials using fingers and mark making objects e.g. wooden sticks.</p> <p>Presses objects e.g. beads, gems and stones into playdough.</p>	<p>S1 - Fine Motor</p> <p>Developing stronger hand control and coordination when using different tools and objects e.g. jugs, hammers and mark making tools.</p> <p>Showing a preference for a dominant hand.</p> <p>May hold mark making tools with thumb and all fingers. Scissor skills – uses whole hand scissors to make snips in paper.</p> <p>In small world area, can fit train track and road pieces together.</p> <p>Uses syringes and spray bottles with increasing control to squirt water into containers or onto the ground outside.</p>	<p>Sum 1 - Fine Motor</p> <p>Begins to create lines and circles pivoting from the shoulder and elbow.</p> <p>Beginning to develop muscles and pincer grip using tweezers, pegs, pipettes and cotton buds.</p> <p>Can hold a book correctly and turn each page to look at the illustrations.</p> <p>Uses mark making tools confidently and may begin to write some recognisable letters from own name.</p> <p>May attempt to finish pulling their zip up on their coat if it has been started by an adult.</p> <p>Uses the back end of a spoon to spread butter, jam onto bread.</p> <p>Beginning to draw using pencils with accuracy and control.</p>	<p>A1 - Fine Motor</p> <p>Scissor skills – holding the scissors the correct way – smiling thumbs</p> <p>Scissor skills – snipping and cutting straight lines</p> <p>Pulling up zipper when started by an adult</p> <p>Developing muscles and pincer grip using tweezers, pegs, pipettes and cotton buds</p> <p>Experimenting with mark making– pencils, markers, felt pens, chalk, crayons, paint brushes, finger paint</p> <p>Create lines and circles pivoting from the shoulder and elbow</p> <p>Establishing handedness</p> <p>Dough disco manipulatives</p> <p>Using a knife to spread butter</p> <p>Practicing pre-writing patterns using different mediums, such as: sand, shaving foam, salt, whiteboards etc</p>	<p>S1 - Fine Motor</p> <p>Scissors – cutting within a quarter of an inch of a line – straight shapes</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>Pulling up zipper when started by an adult – increasing ownership</p> <p>Increasingly difficult fine motor challenges e.g. tiny bead threading, smaller tweezers</p> <p>Learning how to hold a knife and fork – practicing in dough</p> <p>Shows a preference for dominant hand</p> <p>Introduction to clay – kneading, rolling, shaping and using a range of tools to model</p>	<p>Sum 1 - Fine Motor</p> <p>Scissor skills – cutting around complex shapes – within a quarter of an inch</p> <p>Developing control – ensuring anticlockwise movements and retracing vertical lines</p> <p>Using the fork to hold food while cutting it with a knife</p> <p>Weaving focus – large scale outside, moving to smaller frames inside</p> <p>Begins to show accuracy and care when drawing</p>
	<p>A2 - Fine Motor</p> <p>Dough Disco – Hold and manipulate dough with some control.</p> <p>Uses both hands at the same time, but for different actions e.g. holding a block in one hand whilst steadying another block with the other hand.</p> <p>Turns pages in a book, sometimes several at once.</p> <p>Can complete inset puzzles by correctly manipulating the puzzle</p>	<p>S2 - Fine Motor</p> <p>Dough Disco – manipulate dough with increasing control, following prompts e.g. press, squeeze, roll, pinch.</p> <p>Scissor skills – uses scissors to put snips into the paper</p> <p>Uses forefinger and thumb to pick up counters and beads when sorting.</p> <p>Can fit pegs into a peg board and remove them again with good control.</p>	<p>Sum 2 - Fine Motor</p> <p>Dough Disco – shows good control as the dough is freely manipulated.</p> <p>Can use one hand to control and move different tools with some effectiveness.</p> <p>Practicing pre-writing patterns using different sensory materials e.g. sand, shaving foam, salt, whiteboards</p>	<p>A2 - Fine Motor</p> <p>Scissor skills – cutting wavy lines</p> <p>Scissor skills - steadying paper with other hand and moving paper around to cut</p> <p>Showing a preference for a dominant hand</p> <p>Developing muscles and pincer grip using tweezers, pegs, pipettes and cotton buds (increasing accuracy)</p>	<p>S2 - Fine Motor</p> <p>Scissors – cutting around curved lines and shapes – a quarter of an inch</p> <p>Increasingly difficult fine motor challenges e.g. tiny bead threading, smaller tweezers</p> <p>Learning how to hold a knife and fork – practicing in dough</p> <p>Using thinner crayons and felt tip pens</p>	<p>Sum 2 - Fine Motor</p> <p>Scissor skills – cutting around and out complex shapes with increasing accuracy</p> <p>Beginning to use a knife and fork with increasing control and intention</p> <p>Weaving focus – large scale outside, moving to smaller frames inside</p> <p>Shows accuracy and care when drawing</p>


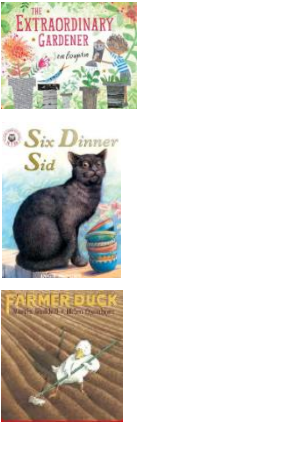
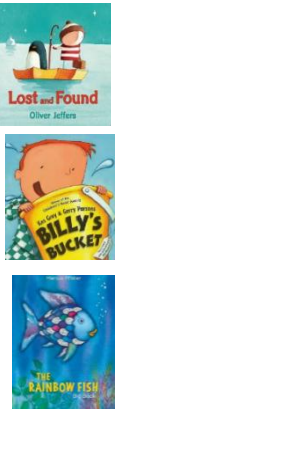
	<p>piece to fit it in the correct space.</p> <p>Can transport water from one container to another with some control.</p>	<p>Shows control when using a trowel to fill a pot with soil, add seeds and water them using a watering can.</p>	<p>Scissor skills – holding the scissors the correct way – transport stickers.</p> <p>Scissor skills – snipping and cutting straight lines.</p> <p>Begins to attempt to spread butter or jam onto bread using a child's knife.</p>	<p>Explore dough and dough tools – using a knife to cut</p> <p>Using a knife to spread butter and jam</p> <p>Practicing anticlockwise movement in pre- writing patterns</p>	<p>Learning to use zipper on coat independently</p> <p>Taking increasing care when mark making</p>	
Get Set for PE sessions	<p>Autumn 1 Introduction to PE, Unit 1</p> <p>Autumn 2 Fundamentals, Unit 1</p>	<p>Spring 1 Gymnastics Unit 1</p> <p>Spring 2 Dance Unit 1</p>	<p>Summer 1 Games Unit 1</p> <p>Summer 2 Ball Skills Unit 1</p>	<p>Autumn 1 Introduction to PE, Unit 2</p> <p>Autumn 2 Fundamentals, Unit 2</p>	<p>Spring 1 Gymnastics Unit 2</p> <p>Spring 2 Dance Unit 2</p>	<p>Summer 1 Games Unit 2</p> <p>Summer 2 Ball Skills Unit 2</p>
English	<p>Little Wandle: Foundations for Phonics</p> <p>Rhyme Time Explores rhymes to build up a bank of shared language, develop understanding of the world and familiarity with the sounds in words using rhyme time games covering; Listening Syllables Rhyming Alliteration Sound knowledge</p>	<p>Little Wandle: Foundations for Phonics</p> <p>Rhyme Time</p> <p>Sound focus</p> <p><i>d g o c k e</i></p> <p>Teaching one sound each week through game: -What's in the box</p> <p>Plus one of the following sound games: Voice sounds Name play Bertha the bus Play with sounds</p> <p>Sound games focus on awareness of sounds in general.</p>	<p>Little Wandle: Foundations for Phonics</p> <p>Rhyme time</p> <p>Sound focus</p> <p><i>ck x sh th ng nk</i></p> <p>Teaching one sound each week through game: -What's in the box</p> <p>Plus one of the following sound games: Voice sounds Name play Bertha the bus Play with sounds</p> <p>Sound games focus on awareness of sounds in general.</p>	<p>Little Wandle Autumn 1 Phase 2 graphemes s a t p i n m d g o c k ck e u r h b f l</p> <p>Recognise the sounds above and begin to blend</p> <p>Tricky words: is, I, the</p> <p>Reading books sent home</p>	<p>Little Wandle Spring 1 Phase 3 graphemes ai ee igh oa oo oo oar or ur ow oi ear air er</p> <p>words with double letters: dd mm tt bb rr gg pp ff</p> <p>Blending longer words</p> <p>Tricky words: was, you, they, my, by, all, are, sure, pure</p> <p>Reading books sent home</p>	<p>Little Wandle Summer 1 Phase 4 Short vowels CVCC Short vowels CVCC CCVC Short vowels CCVCC CCCVC CCCVC Longer words Compound words Root words ending in: ing, ed, t, ed, id, est</p>

		<p>Oral Blending</p> <p>Each session include: -Blend from the box</p> <p>Plus one of the following oral blending games: Can you do the actions? Can you touch you're? What's that noise?</p> <p>Oral blending games focus on awareness of sounds in general</p>	<p>Oral Blending</p> <p>Each session include: -Blend from the box</p> <p>Plus one of the following oral blending games: Can you do the actions? Can you touch you're? What's that noise?</p> <p>Oral blending games focus on awareness of sounds in general</p>			
	<p>Rhyme Time</p> <p>Sound focus s a t p l n</p> <p>Teaching one sound each week through game: -What's in the box</p> <p>Plus one of the following sound games: Voice sounds Name play Bertha the bus Play with sounds</p> <p>Sound games focus on awareness of sounds in general.</p> <p>Oral blending</p> <p>Each session include: -Blend from the box</p> <p>Plus one of the following oral blending games: Can you do the actions? Can you touch your...? What's that noise?</p> <p>Oral blending games focus on awareness of sounds in general</p>	<p>Rhyme Time</p> <p>Sound focus u r h b f l</p> <p>Teaching one sound each week through game: -What's in the box</p> <p>Plus one of the following sound games: Voice sounds Name play Bertha the bus Play with sounds</p> <p>Sound games focus on awareness of sounds in general.</p> <p>Oral Blending</p> <p>Each session include: -Blend from the box</p> <p>Plus one of the following oral blending games: Can you do the actions? Can you touch your...? What's that noise?</p> <p>Oral blending games focus on awareness of sounds in general</p>	<p>Rhyme Time</p> <p>Sound focus j v w y z qu ch</p> <p>Teaching one sound each week through game: -What's in the box</p> <p>Plus one of the following sound games: Voice sounds Name play Bertha the bus Play with sounds</p> <p>Sound games focus on awareness of sounds in general.</p> <p>Oral Blending</p> <p>Each session include: -Blend from the box</p> <p>Plus one of the following oral blending games: Can you do the actions? Can you touch your...? What's that noise?</p> <p>Oral blending games focus on awareness of sounds in general</p>	<p>Autumn 2 Phase 2 graphemes ff ll ss j v w x y z zz qu sh th ng nk,</p> <p>Words ending with s</p> <p>Recognising new sounds and blending with more confidence and speed</p> <p>Tricky words: as, and, has, his, her, go, no, to, into, she, he, of, we, me, be</p> <p>Reading books sent home</p>	<p>Spring 2 Phase 3 graphemes Review Phase 3 graphemes Review words with double letters Review longer words Review words with two or more digraphs Words ending in 'ing' Words ending in es and s</p>	<p>Summer 2 Long vowel sounds CVCC CCVC Long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending in -s /z Phase 4 words ending in -es Longer words Root words ending in: ing, ed/t ed/id ed/d Phase 4 words ending in: s /s /z es Longer words</p>

<p>A1 - Comprehension</p> <p>Beginning to actively participate in actions and sounds in songs that they know.</p> <p>Shows an interest in books, may bring the book to an adult to share.</p>	<p>S1 - Comprehension</p> <p>Enjoys certain stories, rhymes, songs, poems or jingles that they especially like and enjoys hearing them or repeats them repeatedly.</p> <p>Joins in with stories by repeating the words, phrases or doing actions that they have learned.</p> <p>Remembers a familiar rhyme, story or game well enough to say the missing word when someone pauses e.g. twinkle, twinkle, little</p>	<p>Sum 1 - Comprehension</p> <p>Pays attention when stories or poem are being read and takes part by joining in with the parts that they recognise.</p> <p>Begins to show curiosity about illustrations and written words in the environment e.g. signs, labels, posters or books.</p> <p>Handles books and devices such as tablets the correct way up and with care to avoid damaging them.</p>	<p>A1 - Comprehension</p> <p>Develops a love of books and stories and poems by listening during whole class story time.</p> <p>Demonstrates an interest in looking at books and can engage with them independently, handling them with care.</p> <p>Joins in with repeated refrains and phrases in rhymes and stories.</p> <p>Makes predications and anticipates key events.</p>	<p>S1 - Comprehension</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups.</p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction.</p> <p>Uses vocabulary and forms of speech that they have learned from texts, e.g. once upon a time.</p> <p>Answers simple questions linked to texts.</p> <p>Knows that information can be retrieved from books, computers and mobile digital devices.</p>	<p>Sum 1 - Comprehension</p> <p>Recognises some of the features of a Non-Fiction text.</p> <p>Independently looks at and enjoys print and digital books.</p> <p>Can explain the main events and characters of a story in increasing detail and can make plausible predictions.</p> <p>Begins to be aware of the way stories are structured, and begins to tell own stories.</p> <p>Can predict outcomes and think of alternative endings to a story</p>
<p>A2 - Comprehension</p> <p>Beginning to enjoy music and rhythm and is starting to participate by clapping, moving, and joining in with songs they know.</p> <p>Can name some nursery rhymes and begins to have a favourite.</p> <p>Can identify key features of a book using the illustration on the front cover.</p>	<p>S2 - Comprehension</p> <p>Begins to recognise symbols or pictures they see often and know what it represents e.g YouTube, McDonalds</p> <p>Shows understanding of what is happening in the story and beginning to predict what could happen next or how it might finish.</p> <p>Becomes familiar with stories and rhymes and can join in with the repeated parts and anticipate what comes next.</p>	<p>Sum 2 - Comprehension</p> <p>May start to understand how stories work and is beginning to use that structure when telling their own stories.</p> <p>Demonstrates an interest in looking at books and can engage with them independently.</p>	<p>A2 - Comprehension</p> <p>Knows that print carries meaning, and, in English, is read from left to right and top to bottom.</p> <p>Talks about events and characters in stories and suggests how the story might end.</p> <p>Knows the part of a book – front cover, blurb, Title</p> <p>Shows interest in illustrations and words in print and digital books.</p>	<p>S2 - Comprehension</p> <p>Discusses characters and events from books that are being read to them</p> <p>Identifies what is Fiction and Non-Fiction</p> <p>Begins to express preferences about books.</p> <p>Is able to recall and discuss stories or information that has been read to them.</p> <p>Re-enacts and reinvents stories they have heard in their play</p>	<p>Sum 2 - Comprehension</p> <p>Understands and explains the difference between Fiction and Non-Fiction texts</p> <p>Compares story plots and feelings of characters with their own experiences.</p> <p>Describes main story settings, events and characters in increasing detail.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of reading</p>
<p>A1 - Word Reading</p> <p>Develop their phonological awareness, so that they can:</p> <p>-Begin to recognise pictures and symbols linked to the daily routine and classroom environment.</p> <p>-Find their name using their photograph to help.</p>	<p>S1 - Word Reading</p> <p>Develop their phonological awareness, so that they can:</p> <p>-Name the daily routine pictures and symbols in the classroom environment.</p> <p>-Begin to identify environmental sounds.</p> <p>Joins in sound games.</p>	<p>Sum 1 - Word Reading</p> <p>Develop their phonological awareness, so that they can:</p> <p>-Identify the initial sound in their name.</p> <p>-Mirror clapping/tapping the syllables in a word.</p>	<p>A1 - Word Reading</p> <p>Begins to develop phonological and phonemic awareness</p> <p>Begins to hear and say the initial sound in words</p> <p>Knows that print carries meaning, and in English is read from left to right and top to bottom</p>	<p>S1 - Word Reading</p> <p>Begins to read some high frequency words</p> <p>Continues a rhyming string and identifies alliteration</p> <p>Begins to segment the sounds in simple words and blend them together</p>	<p>Sum 1 - Word Reading</p> <p>Shared reading of non-fiction sentences</p> <p>Can re-read their own writing</p> <p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps.</p>

			<p>Oral blending, attempt to blend the words e.g. can you touch your b-a-ck</p> <p>Blending games with pictures e.g C-a-t and find the image of a cat to match.</p>	<p>Develops oral blending – e.g. the d-o-g is s-a-d</p> <p>Shows awareness of rhyme and alliteration</p> <p>Recognises rhythm in spoken words, songs, poems and rhymes.</p> <p>Claps/Taps the syllables in words during sound play</p> <p>Identifies graphemes</p>	<p>Begins to link sounds to some frequently used digraphs, e.g.ai, ee, oa, oo, or, ow etc</p>	<p>Re-reads books to build up their confidence in word reading to develop their fluency and their understanding and enjoyment.</p> <p>Read a range of high frequency words</p> <p>Read texts at appropriate level using phonic knowledge and decoding skills.</p>
	<p>A2 - Word Reading</p> <p>Exploring the indoor and outdoor environment – stopping, being quiet and identifying local sounds e.g. birds tweeting, cars beeping and leaves rustling.</p>	<p>S2 - Word Reading</p> <p>Begin to recognise own name.</p> <p>May find the relevant app on the ipad when requested.</p> <p>Finds a book using its familiar cover to help them.</p>	<p>Sum 2 - Word Reading</p> <p>Beginning to recognise initial sounds.</p> <p>May begin to recognise some written words such as mammy or daddy.</p>	<p>A2 - Word Reading</p> <p>Knows information can be relayed through signs and symbols in various forms, e.g. printed materials, digital screens and environmental print</p> <p>Begins to continue a rhyming string</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons.</p> <p>Identifies graphemes</p> <p>Begins to segment the sounds in CVC words and blend them together</p> <p>Begins to recognise and read names of family members or peers.</p> <p>Begins to link sounds to some frequently used digraphs, e.g. qu, ch, sh, th, ng, nk</p>	<p>S2 - Word Reading</p> <p>Begins to read simple phonetically decodable sentences</p> <p>Reads a range of high frequency words</p> <p>Reads simple phonetically decodable words and simple sentences</p> <p>Engages with books and other reading materials and an increasingly deeper level, drawing on their phonic knowledge to decode words</p>	<p>Sum 2 - Word Reading</p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Reads signs and labels in and around the environment.</p> <p>Engages with books and other reading materials at an increasingly deeper level, without overtly sounding out.</p>

	<p>A1 Writing</p> <p>Begins to learn that their actions directly cause the marks they see when drawing or writing.</p> <p>Understands that the marks they make are important and meaningful.</p>	<p>S1 Writing</p> <p>Notices that the marks they make are different from each other and begins to talk about them.</p> <p>Enjoys drawing and early writing using different materials e.g. playdough, sand and interactive whiteboards.</p>	<p>Sum 1 Writing</p> <p>Begins to connect their drawings with ideas or real things and can sometimes explain what the picture means.</p> <p>Uses mark making and early writing naturally during play to represent real-life activities.</p> <p>Imitates writing by creating marks that resemble writing e.g. continuous lines and symbols.</p>	<p>A1 Writing</p> <p>Practice holding a pencil effectively (tripod grip) in preparation for fluent writing, where necessary, children to use pencil grip</p> <p>Attempts to write their own name, using a combination of lines, circles and curves or letter type shapes.</p> <p>Daily letter formation practice (in line with Little Wandle Phonics scheme)</p> <p>Practice writing left to right directionality</p> <p>Writing opportunities provided, writing a pretend shopping list, writing letters to take home, drawing and labelling etc</p>	<p>S1 Writing</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Introduction to tall and short letters (in line with PenPals handwriting scheme)</p> <p>Writes on paper with coloured lines to support tall, short and x sized letters.</p> <p>Starting to develop phonic knowledge by linking sounds to letters</p> <p>Writes some tricky words from memory</p> <p>Writes labels for own models and work on display</p> <p>Daily name writing practice</p> <p>Developing an awareness of using finger spaces</p>	<p>Sum 1 Writing</p> <p>With support, Re-reading their own writing, checking it makes sense and amending where appropriate</p> <p>Write simple phrases and sentences that can be read by others</p> <p>Correct formation of capital letters</p> <p>Working on sizing of letter shapes and sitting letters correctly on the line</p> <p>Continues to develop features of different genres, e.g. instructions</p>
	<p>A2 Writing</p> <p>Explores a range of mark making materials e.g. sand, paint, water.</p> <p>Begins to enjoy the sensory experience of making marks e.g. the movement, textures and materials used.</p>	<p>S2 Writing</p> <p>Enjoys following dotted lines using different media e.g. dry wipe pens, pencils, wet cotton buds and tracing shapes and letters.</p> <p>Attempts to write the first letter of their own name using lines, circles and curves.</p> <p>May begin to use a more comfortable tripod grip</p>	<p>Sum 2 Writing</p> <p>May attempt to write some recognisable letters.</p> <p>May attempt to write their own name using a combination of lines, circles and curves amongst some recognisable letters.</p> <p>Starts to understand that signs, symbols, and words have meaning.</p> <p>Refine a comfortable tripod grip</p> <p>May make marks more purposefully to convey a message.</p>	<p>A2 Writing</p> <p>Daily letter formation practice (in line with Little Wandle Phonics scheme)</p> <p>Refine comfortable tripod grip</p> <p>Begins to write recognisable letters.</p> <p>Daily name writing practice - tracing</p> <p>Mark making more purposefully – conveying a message</p> <p>Orally rehearsing before writing</p>	<p>S1 Writing</p> <p>Enjoys writing to communicate meaning for an increasingly wide range of purposes</p> <p>Exploring writing purposes – letters, tickets, invitations etc</p> <p>Using correct letter formation in words and short phrases on handwriting paper with coloured line spaces</p> <p>Using finger spaces in writing</p>	<p>Sum 2 Writing</p> <p>Write 1-2 simple phrases and sentences that can be read by others</p> <p>Re-reading their own writing, checking it makes sense and amending where appropriate</p> <p>Using appropriate letter sizing for differing line widths</p> <p>Using correct letter formation in most cases</p>

	<p>Key Texts</p> 	<p>Key Texts</p> 	<p>Key Texts</p> 	<p>Key Texts</p> 	<p>Key Texts</p> 	<p>Key Texts</p> 
						
<p>Maths</p>	<p>White Rose</p> <p>Recognising, naming and matching colours Recognise and name colours in a variety of contexts</p> <p>Matching Explore different attributes such as colour, shape and details. Identify matching objects and notice details such as shape and colour.</p> <p>Sorting by various attributes</p>	<p>White Rose</p> <p>Shape, space and measure – Explore position and space Arranging blocks into chosen positions whilst gaining awareness of space and where objects will and will not fit. Use some positional language such as in, out, under, on, over in meaningful context.</p> <p>Subitising – Show me 1,2,3 Showing 1,2, or 3 fingers in different contexts. Perceptually subitise and begin to replicate on own fingers.</p>	<p>White Rose</p> <p>Shape, space and measure – Start to puzzle Matching shape resources such as pattern blocks to template. Children to identify that a square is still a square even when it is rotated at an angle.</p> <p>Pattern – Making patterns together Independently using patterning skills through listening and clapping in time to the beat of the music. AB patterns introduced through</p>	<p>White Rose</p> <p>Match, sort and compare – Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts</p> <p>Talk about measure and patterns Compare size Compare mass Compare capacity Explore simple patterns</p>	<p>White Rose</p> <p>Alive in 5 Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5</p> <p>Mass and capacity Compare mass Find a balance Explore capacity Compare capacity</p>	<p>To 20 and beyond Build numbers beyond 10 (10 - 13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns</p> <p>How many now? Add more How many did I add? Take away How many did I take away?</p>

<p>Reasoning within sorting i.e how have you sorted the animals/button etc? Sort the objects by their own rules and should be taught how to communicate that rule. Explore in many different contexts such as shapes, different coloured and size objects, different animals verbalise what is the same and what is different between sets of objects</p> <p>Comparison – More than, fewer than, same Making comparisons within collections using the same or different sizes and objects.</p> <p>Shape, space and measure – Explore and build with shapes and objects Exploration of construction materials, shapes and objects when stacking and moving construction in different ways and positions.</p> <p>Pattern - Explore repeats Exploration of simple patters and rhythms in song, stories and rhymes leading onto simple line patterns.</p>	<p>Counting – Move and label 1,2,3 Developing the counting principle of 1 to 1 correspondence and understanding that we say one number name for each object that is being counted. Recognition of numerals/number symbols to 3 will be explored.</p> <p>Shape, space and measure – Explore position and routes Using positional language whilst moving own bodies into and through different positions and simple routes</p> <p>Positional language Explore vocabulary relating to the position of objects.</p> <p>Pattern - Explore own first patterns Making simple line patterns using objects and explaining simple pattern arrangements. Investigating patterns in the environment</p>	<p><i>encouragement to continue a said pattern.</i></p> <p>Pattern Explore simple AB patterns in different contexts such as movement and sounds. Learn how to spot a mistake.</p> <p>Subitising – Make games and actions Consolidation of perceptual skills up to 3. Subitising for a purpose through activities and games.</p> <p>Number 4 Experience and explore numbers up to 4, including cardinal, ordinal and nominal numbers. Link the numeral 4 to the quantity of 4.</p> <p>Number 5 Experience and explore numbers up to 5, including cardinal, ordinal and nominal numbers. Link the numeral 5 to the quantity of 5. Explore different ways in which 5 can be made.</p>	<p>Copy and continue simple patterns Create simple patterns</p> <p>It's me 1,2,3 Find 1,2 and 3 Subitise 1,2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3</p> <p>Mastering number Subitising 2 and 3 Counting to 5 See all numbers up to 4 that can be made of ones Composition 1-4 Use the language of comparison, including 'more than' and 'fewer than' Compare sets 'just by looking</p>	<p>Growing 6,7,8 Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising</p> <p>Mastering number Subitise within 5 counting – focus on the staircase pattern Focus on 6 and 7 as '5 and a bit' Compare sets using language, more than, fewer than, equal to.</p>	<p>Manipulate, compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes</p> <p>Mastering number Counting larger sets and things that cannot be seen Subitising to 6, including in structured arrangements Composition – '5 and a bit' Composition of 10 Comparison – linked to ordinality Play track games</p>
<p>Counting - Hear and say number names Using counting rhymes to introduce the first steps of counting and counting principle of stable order.</p> <p>Counting - Begin to order number names Representing numbers on fingers and 'growing' numbers by putting one finger up each time, counting as they do.</p> <p>Number 1 Experience and explore numbers, including cardinal, ordinal and nominal numbers, in</p>	<p>Counting – Take and give 1,2,3 Through taking and giving up to 3 objects the cardinal principle is introduced whereby the last number said is the number of items there are in total.</p> <p>Shape, space and measure - Match, talk, push and pull Matching simple shapes using a variety of equipment. Understand the language of 'same' and 'different' as they explore which blocks fit together the best and why.</p> <p>Subitising – Talk about dots</p>	<p>Counting – Show me 5 Understanding that when we count, it is to find out how many. Counting up to 5 using one-to-one correspondence.</p> <p>Pattern – My own pattern Develop pattern making skills. Explore repeating patterns in more details, progressing to making own AB patterns.</p> <p>Counting – stop at 1,2,3,4,5 Build on counting skills to begin to order numerals to 5. Using knowledge of the cardinal counting principle to know when</p>	<p>Circles and triangles Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p> <p>1,2,3,4,5 Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5 Shapes with 4 sides</p>	<p>Length, height and time Explore length Compare length Explore height Compare height Talk about time Order and sequence time</p> <p>Building 9 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10</p>	<p>Sharing and grouping Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles</p> <p>Visualise, build and map Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build</p>

	<p>number-rich indoor and outdoor environments.</p> <p>Number 2 Experience and explore numbers, including cardinal, ordinal and nominal numbers. Counting up to 2 objects, focusing on the symbol 2 and link it to an amount. Explore the symbol 2 in different images and contexts.</p> <p>Number 3 recognising when they see 3 dots/objects in regular or irregular patterns without having to count.</p> <p>Subitising – I see 1,2,3 Exploration of the early stages of perceptual subitising; recognising small quantities without counting.</p> <p>Pattern – Join in with repeats Anticipating and predicting what will come next in a story. Gaining a sense of daily routines whilst exploring the routines that are already embedded such as putting on shoes, getting ready for lunchtime or home time.</p>	<p>Regular and irregular dot patterns are used to further develop the perceptual subitising skills of 1 to 3.</p> <p>Comparison – compare and sort collections Making collections with a mixture of large and small objects focusing on the quantity of a collection. Understanding how to make a collection the same i.e. removing some objects or adding some objects.</p> <p>Pattern – Lead on own repeats Present patterning skills through independent song and rhyme, consolidating repeated rhythms and rhymes and carry on well-known phrases and story patterns.</p>	<p>to stop once they reach a given number.</p> <p>Comparison – Match, sort, compare Building on learning around comparison. Make comparisons by matching when they compare a number of objects using language of ‘more’, ‘fewer’ and ‘the same’.</p> <p>Number 6 and tens frame Experience and explore numbers up to 5, including cardinal, ordinal and nominal numbers. Link the numeral 5 to the quantity of 5. Explore different ways in which 5 can be made.</p> <p>Height length and Mass Explore the height of different objects and begin to use vocabulary of height. Explore and compare different lengths of objects and use vocabulary of length.</p> <p>Capacity Explores objects with marked differences. Identifies which containers are full and empty. Begin to compare containers in terms of their capacity. Explore the mass of different objects and explore how balance scales can help compare the mass of different objects.</p>	<p>Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night</p> <p>Mastering number Subitise within 5, perceptually and conceptually Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand Begin to count beyond 5 Explore the concept of ‘wholes’ and ‘parts’ Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts</p>	<p>Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd</p> <p>Explore 3D shapes Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p> <p>Mastering number Focus on the staircase pattern and ordering numbers to 8 Use language of ‘less than’ Focus on composition of 7 Doubles – Explore how some numbers can be made with two equal parts Sorting numbers according to their attributes, including odd and even</p>	<p>Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations</p> <p>Make connections Deepen understanding Patterns and relationships</p> <p>Mastering number Introduce the rekenrek Automatic recall of bonds to 5 Composition of bonds to 10 Comparison Number patterns Counting</p>
<p>Understanding the World</p>	<p>A1 - People, cultures and communities</p> <p>Enjoys learning about people, animals, and familiar things through stories and shows curiosity about them.</p> <p>Has a sense of own immediate family and relations talking about them, who they live with and any pets.</p>	<p>S1 - People, cultures and communities</p> <p>Beginning to discuss differences in a positive way – what they have the same and what they have different.</p> <p>May talk about the similarities and differences between known celebrations and celebrations in other countries e.g. Christmas and Chinese New Year.</p>	<p>Sum 1 - People, cultures and communities</p> <p>Beginning to develop an idea of ‘belonging and showing an interest in different ways of life.</p> <p>Link experiences and recognise and describe special times or events for family or friends.</p>	<p>A1 - People, cultures and communities</p> <p>Recognises family members and relatives, shows family photos and retells family stories</p> <p>Explore similarities and differences in families and learn from books that families are made up in different ways.</p>	<p>S1 - People, cultures and communities</p> <p>Beginning to understand People who help us – in school, people who help us in the community, e.g. nurses and police.</p> <p>Explores similarities and differences between themselves and others, and among families, communities, cultures and traditions</p>	<p>Sum 1 - People, cultures and communities</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Talks about past and present events in their own lives and in the lives of their family members.</p> <p>Show interest in different occupations.</p>

	Shows interest in photographs and can recognise familiar people by naming them. Begins to understand the rules and expectations	Shows an interest in people with a range of occupations.		Begins to recognise differences in families. Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family, Recognises people familiar to them, family members and relatives, uses family photos, retells family stories and uses drawing represent this.	Explore cultural differences through festivals. Knows that other children do not always enjoy the same things and are sensitive to this. Recognise some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts.	
	A2 - People, cultures and communities Shows enjoyment and curiosity about stories involving people, animals, and nature, by talking about photos of themselves connected to these. Imitates everyday actions and events from own families and cultural background, e.g. making and drinking tea, going to the barbers. Demonstrates an interest in the ways that people celebrate Christmas, Halloween and Diwali. Talking about their interests and if they like the same as others. Begins to join in with the daily routine.	S2 - People, cultures and communities Speaks positively about differences between people and ways of life. Enjoys working with friends and building own relationships. Explores how and why people celebrate Easter.	Sum 2 - People, cultures and communities Learns that our school is made up of children who are all different – backgrounds, homes, countries of birth, beliefs, skin colour, languages and accents and some still have families in other countries. Remember past experiences and share them with others.	A2 - People, cultures and communities Talks about differences reflecting cultural diversity. Remembers and talks about significant events in their own experience. Learns that our school is made up of children who are all different – backgrounds, homes, countries of birth, beliefs, skin colour, languages and accents and some still have families in other countries.	S2 - People, cultures and communities Learn that different religions have different special places linked to their beliefs- Catholic and Christian – Churches, Jewish synagogues Learn about how Christians celebrate Easter and how we celebrate in our families.	Sum 2 - People, cultures and communities Learn that different religions have different special places linked to their beliefs- Catholic and Christian – Churches, Jewish synagogues and Muslim mosques Learn some of the key features of our local area, e.g. Saltwell Park, Gateshead Leisure Centre and Saltwell Road. Look at simple maps of our local area. Create simple maps. Learn that Earth is made up of land and sea and to recognise this on a globe/map. Look at aerial views and street views.

	<p>A1 The Natural World</p> <p>Explores their world and environment through their senses.</p> <p>Children begin to show respect for the school environment.</p>	<p>S1 The Natural World</p> <p>Observes their surroundings carefully and recognising the detailed features of objects.</p> <p>Uses small world resources to recreate and explore experiences they have had in real life.</p>	<p>Sum 1 The Natural World</p> <p>Shows care and concern for living things and the environment; learning how we look after minibeasts; build a minibeast home.</p> <p>Explores change in weather and seasons and talks about why things happen in nature.</p>	<p>A1 The Natural World</p> <p>Comments and asks questions about aspects of their familiar world – seasonal changes.</p> <p>Learn that seasons repeat and go in order.</p> <p>Explore the natural world around them, making observations and drawing pictures of plants and animals.</p> <p>Explore seasonal change – signs of Autumn – leaves changing colour, trees losing their leaves, bird migration, animals preparing for hibernation, weather changes, shorter days.</p>	<p>S1 The Natural World</p> <p>Talk about features of their immediate environment and how environments may vary from one another.</p> <p>Learn about different natural environments e.g. deserts, jungle, islands, drawing on their experiences and what has been read in class.</p> <p>Learn about hot and cold places.</p>	<p>Sum 1 The Natural World</p> <p>Learn how humans impact the environment – pollution and what we can do to help.</p> <p>Conservation – protecting natural resources, reduce, reuse, recycle.</p> <p>Explore floating and sinking.</p> <p>Learn vocab to describe materials – hard, strong, rough, smooth, rigid, flexible, liquid.</p>
	<p>A2 The Natural World</p> <p>Continues to explore using their senses showing curiosity and interest as they explore new and familiar experiences in nature e.g. grass, puddles, mud, plants and animal life.</p> <p>Remembers where objects belong; matching parts of objects that fit together i.e. puts lid on teapot.</p> <p>Explores seasonal change – signs of Autumn.</p>	<p>S2 The Natural World</p> <p>Learns about new life and plants based around Spring time and exploration of life cycles.</p> <p>Begins to understand how and why we respect and care for plants and animals. Growing plants from seeds and caring for them.</p> <p>Explores how these plants and animals grow and change over time.</p> <p>Explores seasonal change – signs of Spring.</p>	<p>Sum2 The Natural World</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world – look at natural environments around the world and explore.</p> <p>Explores seasonal change – signs of Summer.</p>	<p>A2 The Natural World</p> <p>Explore woodland habitats and observe creatures that live there.</p> <p>Animals preparing for winter - hedgehogs, squirrels, birds migrating.</p> <p>Observe natural processes of freezing and melting in outdoors.</p> <p>Begin to understand the effect their behaviour can have on our environment – littering.</p>	<p>S2 The Natural World</p> <p>Planting flowering bulbs for Spring.</p> <p>Observe changes in nature in Spring – buds on trees, lambs, chicks, ducklings, blossom, nest building.</p> <p>Learn what farm animals need to grow, and names of baby animals.</p> <p>Learn about human growth – human timeline.</p> <p>Learn about the life cycle of plants/animals.</p> <p>Know how to plant beans/seeds and know what they need to grow.</p>	<p>Sum 2 The Natural World</p> <p>Learn about David Attenborough as an inspirational scientist who helped us understand the natural world, how it works and how to look after it.</p> <p>Learn signs of summer – flowers, leaves, berries on bushes, more sunshine and more daylight, butterflies and other insects.</p> <p>Life cycle of caterpillars – observe natural changes during metamorphosis.</p> <p>Look closely at similarities, differences, patterns and changes in nature.</p>

	<p>A1 Past and present</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Enjoys joining in with family customs and routines</p>	<p>S1 Past and present</p> <p>Can talk about family members and significant events from photographs</p>	<p>Sum 1 Past and present</p> <p>Begins to explore changes over time – how we have changed since being a baby.</p> <p>Begins to make sense of their own life and family – looking at photographs to see how their family members have changed.</p> <p>Talks about weather and seasonal changes.</p>	<p>A1 Past and Present</p> <p>Explores changes over time – how we have changed since being a baby.</p> <p>Use family photos to discuss memories-family events – weddings, christenings, birthdays.</p> <p>Say what they did yesterday, last night, this morning.</p> <p>Talk about holidays they have been on and experiences they have had.</p> <p>Understands the routine of Reception class and what comes next in the day.</p>	<p>S1 Past and Present</p> <p>Talk about past and present events in their own life and in the lives of family members.</p> <p>Know some differences between things in the past and now. Look at photos to compare.</p> <p>Explore artefacts from the past – compare old and new toys – look at similarities and differences.</p>	<p>Sum 1 Past and Present</p> <p>Understand the past through settings, characters and events encountered in books read in class.</p> <p>Learn about experiences of inspirational people such as Neil Armstrong and what we know now thanks to astronaut travel.</p>
	<p>A2 Past and Present</p> <p>Talks about the weather and how it change</p> <p>Can talk about family members from photographs</p> <p>Begins to anticipate the daily routine in nursery and what comes next</p>	<p>S2 Past and Present</p> <p>Talks about the changes in things that grow – plants and animals</p>	<p>Sum 2 Past and Present</p> <p>Talk about holidays they have been on and experiences they have had.</p>	<p>A2 Past and Present</p> <p>Begin to sequence events – real or fiction – using first, next, then.</p> <p>Identify familiar celebrations- Halloween, Christmas, bonfire night.</p> <p>Talk about Remembrance Day – who are we remembering and why?</p> <p>Remember things that happened a long time ago – Guy Fawkes.</p> <p>Remember and talk about significant events in their own experience.</p> <p>Is becoming confident with the events in the day</p>	<p>S2 Past and Present</p> <p>Talks about weather and seasonal changes, citing examples and explaining in more detail</p>	<p>Sum 2 Past and Present</p> <p>Travel and transport changes over time – similarities and differences over time.</p> <p>Holidays and travel – where have we travelled to in the past and how did we get there? What is the best way to travel a long/short distance?</p> <p>Know some similarities and differences between things I the past and now, drawing upon their experiences and what has been read to them in tclass.</p>
	<p>A1 - Technology</p> <p>Plays with water to investigate 'low technology' such as washing and cleaning.</p> <p>Seeks to acquire basic skills in turning on and operating some digital.</p>	<p>S1 - Technology</p> <p>Begins to learn how to operate simple equipment e.g. turns on the Yoto box and changes story, uses a remote control car and can navigate touch-capable technology with support.</p> <p>May use IWB to create a picture on 2paint</p>	<p>Sum 1 - Technology</p> <p>Begins to explore how things work i.e. looking from different viewpoints and may offer their own explanation.</p> <p>Explores cause and effect toys by pressing parts or lifting flaps to achieve effects.</p>	<p>A1 - Technology</p> <p>Knows how to operate simple equipment eg. CD player, remote control.</p> <p>Navigate touch-capable technology with support.</p> <p>Shows an interest in technological toys/real objects</p>	<p>S1 - Technology</p> <p>Knows that information can be retrieved from digital devices and the internet.</p> <p>Explores the beebots and attempts to programme a simple command to make the beebot move.</p>	<p>Sum 1 - Technology</p> <p>Plays with a range of materials to learn cause and effect.</p> <p>Can create content such as drawing a picture on screen using Sketch School.</p>

				such as cameras, mobile phones and tablets. Explore the technology of toys eg. toy electronic keyboard.	Navigate touch-capable technology independently.	Can use the internet with adult supervision to find and retrieve information of interest to them.
	A2 - Technology Uses pipes, funnels and other tools to carry/transport water from one place to another. Operates mechanical toys e.g. turns the knob on a wind-up toy or pulls back a friction car.	S2 – Technology Shows an interest in technological toys with knobs or pulleys, real objects such as cameras and touch screen devices. Begins to use ipad to access a simple app – seesaw	Sum 2 - Technology Explores the beebots and attempts to programme a simple command to make the beebot move.	A2 - Technology Shows skill in making toys work by pressing toys or lifting flaps to achieve effects such as sound, movement or new images. Speculate on the reasons why things happen or how things work. Click on different icons to cause things to happen in a computer programme.	S2 - Technology Develops digital literacy skills by being able to access, understand and interact with a range of technologies. Uses the beebots and programmes a simple command to make the beebot move.	Sum 2 - Technology Plays with a range of materials to learn cause and effect, for example using dowels and string to suspend. Can create content such as digital stories using Scratch. Can create content such as a video recording.
Expressive Arts and Design	A1 - Creating with Materials Notices and is interested in how their actions transform materials and resources – mark making, painting. Explores different materials freely to develop their ideas about how to use them and what to make. Begins to mirror actions they have observed e.g. action rhymes, squiggle whilst you wiggle and phonics. Responds to playing with colour in a variety of ways	S1 - Creating with Materials Continues to explore colour and how colours can be changed. Claps and pats knees along to rhythm in popular songs. Explores how different actions can make different sounds e.g. rubbing, tapping, shaking.	Sum 1 - Creating with Materials Uses tools for a purpose- pens, scissors, brushes, sculpting tools What can we use the tools for? Use various construction materials to create designs and ideas Enjoys joining in with moving, dancing and ring games.	A1 - Creating with Materials Use various construction materials. Self-portraits – looking closely at parts of the face using a mirror. Observe shape, lines - straight, curved, colours. Representation of family drawings. Look closely at Autumn collections.	S1 - Creating with Materials Produce lines of different thickness. Printing using various materials and tools. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them,	Sum 1 - Creating with Materials Safely use and explore a variety of materials, tools and techniques. Focus on small things – what detail can you see? Consider texture and pattern – how can we make it look bumpy, hairy, smooth? Make use of props and materials when roleplaying characters and in play.
	A2 - Creating with Materials Engages with sound and music by singing, listening, and using instruments or objects that make noise.	S2- Creating with Materials Creates closed shapes with continuous lines and begin to use these. Begins to build enclosures and share what they have built with adults and peers.	Sum 2 - Creating with Materials Begins to tap out a simple repeated rhythm using various instruments, hands or claps. Continues to explore moving in a range of ways, e.g. mirroring,	A2- Creating with Materials Select and use with increasing control, tools for a purpose. Observational drawing/painting. Continue to explore colour and how colours can be changed.	S2 - Creating with Materials Develop their own ideas through experimentation with diverse materials eg. loose parts, watercolours.	Sum 2- Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

<p>Begins to join in with familiar rhymes and songs as well as action songs.</p> <p>Explores musical instruments; showing an interest in the way sound makers and instruments sound and experiments with ways of playing them e.g loud, quiet, fast, slow.</p> <p>Making sounds and changing them e.g. fast/slow, loud/quiet .</p>	<p>Can use 2d and 3d structures to explore materials and/or express ideas – junk modelling houses, building blocks.</p>	<p>creating own movement patterns.</p> <p>Begins to develop an understanding of using lines to enclose a space, and begins to use drawing to represent objects</p>	<p>Begin to look at different ways we can join things.</p>	<p>Focus on plants/flowers. Look at capturing whole plant compared to just a petal or a leaf.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<p>Share their creations, explaining the processes they have used.</p>
<p>A1 Being Imaginative and Expressive</p> <p>Expressing self through physical action and sound.</p> <p>Uses sounds and actions to act things out and make play more imaginative e.g. creating the sound of a car or animals.</p>	<p>S1 Being Imaginative and Expressive</p> <p>Uses simple materials to explore, learn about, and represent their thoughts, interests, and experiences.</p> <p>Begins to play alongside other children who are engaged and share the same interest or theme.</p>	<p>Sum 1 Being Imaginative and Expressive</p> <p>Engages in imaginative play based on own ideas or first-hand or peer experiences.</p> <p>Sings to self and makes up simple songs.</p>	<p>A1 Being Imaginative and Expressive</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Creates sounds, movements, drawings to accompany stories</p> <p>Uses movement and sounds to express ideas and feelings.</p> <p>Begins to create props using resources or may use imaginary props to support their play.</p>	<p>S1 Being Imaginative and Expressive</p> <p>Uses small word role play to gain understanding of occupations linked to people who help us</p> <p>Notices what other children and adults do, mirroring what is observed, adding variations.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects.</p>	<p>Sum 1 Being Imaginative and Expressive</p> <p>Notices what other children and adults do, mirroring what is observed, adding variations, and then doing it spontaneously.</p> <p>Chooses movements, instruments/sounds, colours and materials for their own imaginative purposes.</p>
<p>A2 Being Imaginative and Expressive</p> <p>Pretends that one object represents another particularly when they share the same characteristics.</p> <p>Takes part in simple role play using objects to represent something else even though they are not similar.</p>	<p>S2 Being Imaginative and Expressive</p> <p>Begins to create and follow rhythm using sounds and body movements.</p> <p>May talk about sound and music imaginatively e.g scary music</p> <p>Explores and creates their own movements to respond to music, stories, and ideas.</p>	<p>Sum 2 Being Imaginative and Expressive</p> <p>Uses movement and sounds to express ideas and feelings.</p> <p>Creates sounds, movements, drawings to accompany stories.</p> <p>Begins to create props using resources or may use imaginary props to support their play.</p>	<p>A2 - Being Imaginative and Expressive</p> <p>Notices what other children and adults do, mirroring what is observed.</p> <p>Uses available resources to create props or creates imaginary ones to support play.</p> <p>Engages in imaginary play based on own ideas or first-hand or peer experiences.</p> <p>Introduces a storyline or narrative into their play.</p>	<p>S2 - Being Imaginative and Expressive</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</p> <p>Creates props using resources and uses imaginary props to support their play.</p>	<p>Sum 2 - Being Imaginative and Expressive</p> <p>Uses combinations of art forms eg. moving and singing, dramatic play, drawing and talking, constructing and mapping.</p> <p>Responds imaginatively to art works and objects, eg. <i>this music sounds like dinosaurs.</i></p>

