

[illegible]

	<p><b>‘Learning through play’:</b> Children learn best when they are absorbed, interested and active. Active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</p>						
7 Features of Effective Practice	1 The best for every child 2 High-quality care 3 The curriculum: what we want children to learn 4 Pedagogy: helping children to learn 5 Assessment: checking what children have learnt 6 Self-regulation and executive function 7 Partnership with parents						
COET&L	<p><b>Playing and exploring</b> – children investigate and experience things, and ‘have a go’  <b>Active learning</b> – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements  <b>Creating and thinking critically</b> – children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>						
West End Primary Vision	To encourage every child to be the best they can, in order to become resilient, self-motivated, life-long learners, who will go on to reach their potential and become productive members of the community.						
West End Intent	<ul style="list-style-type: none"> <li>* To developing positive relationships, where each individual is respected, valued and is nurtured to reach their full potential</li> <li>*To become life-long learners, who love learning</li> <li>*To be resilient and self-motivated</li> <li>*To be emotionally intelligent, confident and articulate</li> <li>*To understand the different ways in which they learn</li> <li>*To view mistakes as a challenge, thus equipping them to be creative thinkers, who are ready for their next stage of learning</li> </ul>						
Communication and Language	<p><b>Intent</b>  <b>Statutory Framework :Educational Programme</b>            *To develop language and cognitive development through back and forth conversations            *To extend and embed new vocabulary            *To use a range of language structures            *To actively engage with stories, non-fiction, rhymes and poems            *To share ideas            *To elaborate on their thinking</p>						Children at the expected level of development will: -
Listening, Attention and Understanding	<p><b>Listen &amp; Attend</b></p> <ul style="list-style-type: none"> <li>*Listen to an adult during an adult led activity</li> <li>*Listen to</li> </ul>	<p><b>Listen &amp; Attend</b></p> <ul style="list-style-type: none"> <li>* Listen to simple stories and understand what is happening,</li> </ul>	<p><b>Listen&amp; Attend</b></p> <ul style="list-style-type: none"> <li>*Enjoy listening to longer stories and can remember much of what</li> </ul>	<p><b>Listen &amp; Attend</b></p> <ul style="list-style-type: none"> <li>*Listen to others in a small group when not following my own</li> </ul>	<p><b>Listen &amp; Attend</b></p> <ul style="list-style-type: none"> <li>*Listen in a larger group</li> <li>*Enjoys listening to</li> </ul>	<p><b>Listen &amp; Attend</b></p> <ul style="list-style-type: none"> <li>*Sits quietly and listen for fifteen minutes</li> </ul>	<p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>*Listen attentively and respond to what they hear</li> </ul>

	adults/children in a small group	with the help of the pictures.	happens.  *Follow body percussions of 3	interests  *Listen to and learn rhymes  *Hear rhyming words  *Give a word which rhymes with another	longer stories and can remember what happens in them.  *Focuses on a chosen activity for at least ten minutes	*Know what good listening looks like  *Join in at group time by putting up hand and waiting their turn to talk  *Able to move away from distractions when concentrating  *Listen and attend well in the nursery even when there are distractions	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.
	<b>Understand</b>  *Understand a question with two parts like “Can you get your coat and wait by the door please?”  *Identify familiar objects and properties for practitioners when they are described. For example: ‘blue car’, ‘shiny apple’  *Learn vocabulary linked to themselves	<b>Understand</b>  *Able to follow directions with 3 parts  *Able to select an object based on it’s use  *Understand and act on longer sentences like make teddy jump or find your coat  *Understands and uses simple questions about ‘who’, ‘what’ and ‘where’	<b>Understand</b>  *Understand ‘how’ and ‘why’ questions	<b>Understand</b>  *Able to follow instructions which involve holding 3 items: e.g. bring the banana, plate and knife from...	<b>Understand</b>  *Follow longer instructions whilst engaged in an activity  *Understand and follow instructions containing ‘before’, ‘after’, ‘first’,  *Answer simple problem solving questions: e.g. What do you do if you are cold?	<b>Understand</b>  *Understands when asked questions like “Why do you want to wear your boots today?” and “How can we mop up the juice?”  *understand more complicated instructions e.g. roll up your sleeves, put on an apron and go to the painting area	
Speaking	<b>Talk About</b>	<b>Tell me about</b>	<b>Recount an event!</b>	<b>Tell me why!</b>	<b>Tell me a story!</b>	<b>Explain your</b>	<b>ELG: Speaking</b>

	<p><b><i>Yourself!</i></b></p> <ul style="list-style-type: none"> <li>* Respond to an adult's conversation</li> <li>* Ask what, who, where questions</li> <li>* Use plurals</li> <li>* Talk about what I am doing</li> <li>* Answer a register with good morning/good afternoon</li> <li>* Know a few simple songs</li> <li>* Learn vocabulary linked to themselves</li> <li>* Use consonants correctly (k/c, g, f, s and y) in my consonant range</li> </ul>	<p><b><i>differences!</i></b></p> <ul style="list-style-type: none"> <li>* Be able to talk about familiar books</li> <li>* Join in with repeated refrains in a story</li> <li>* Learn vocabulary linked to Autumn</li> </ul>	<ul style="list-style-type: none"> <li>* Start a conversation with adults and friends</li> <li>* Speak in a full sentence</li> <li>* Have a bank of songs</li> <li>* Comment on what they hear</li> <li>* Learn vocabulary linked to traditional stories</li> <li>* Use various tenses</li> <li>* Be able to talk about weekend/holiday news</li> <li>* Learn book vocabulary</li> <li>* Learn vocabulary linked to Winter</li> </ul>	<ul style="list-style-type: none"> <li>* Know many rhymes</li> <li>* Be able to talk about familiar books, and be able to tell a longer story</li> <li>* Learns lots of new words and use them in play</li> <li>* Ask my own questions in a range of situations</li> <li>* Develop scientific based vocabulary</li> <li>* Learn vocabulary linked growth</li> <li>* Learn vocabulary linked to Spring</li> <li>* Use consonants correctly (z, v, sh, ch, j, and ng) in my consonant range</li> </ul>	<ul style="list-style-type: none"> <li>* Use talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver"</li> <li>* Start to use connectives to link ideas – and, because, so</li> <li>* Explains describe and recount</li> <li>* Retell a story using some Makaton signs</li> <li>* sustain a two way conversation with an adult/child</li> <li>* Use comparative vocabulary – same/different</li> </ul>	<p><b><i>thinking!</i></b></p> <ul style="list-style-type: none"> <li>* Uses longer sentences of four to six words when talking</li> <li>* Stick to the topic</li> <li>* Add detail to talk</li> <li>* Clarify ideas by a running commentary to self/others</li> <li>* Be able to talk about thoughts even when they disagree and can discuss this using words and actions</li> <li>* Use a wide range of words correctly and in context</li> <li>* Learn vocabulary linked to science and the life cycle of a butterfly</li> <li>* Learn vocabulary linked to Summer</li> <li>* Use most consonants correctly (l, r, , th, may be still developing)</li> </ul>	<ul style="list-style-type: none"> <li>* Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>* 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.</li> </ul>
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<b>Personal, Social and Emotional Development</b>	<b>Intent</b> <b>Statutory Framework :Educational Programme</b> *To build strong, strong, warm and supportive attachments *To develop language and cognitive development through these attachments *To understand their own feelings and those of others *To manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary *To learn how to look after their bodies *To manage personal needs independently *To learn how to make good friendships, co-operate and resolve conflicts peaceably						Children at the expected level of development will: -
Self-Regulation	<p>*Wait my turn with adult support</p> <p><b>Planning ahead</b></p> <p>*Choose where to work from a choice</p> <p>*Use resources with help</p> <p><b>Feelings</b></p> <p>*Separate from carer with support</p> <p><b>Our place</b></p>	<p><b>Planning ahead</b></p> <p>*Choose what I want to do there and find the resources I need</p> <p>*Tolerates delay when needs not met immediately</p> <p><b>Feelings</b></p> <p>*Know the names of feelings – happy, sad, worried, excited, proud, angry</p> <p><b>Our place</b></p>	<p>*Take turns playing a game in a group with an adult</p> <p><b>Planning ahead</b></p> <p>*Talk about what they have done/made in a small group</p> <p><b>Feelings</b></p> <p>*Say how they feel</p> <p>*Identify other's feelings in stories</p> <p><b>Our place</b></p>	<p>*Engage in the company of other children</p> <p><b>Planning ahead</b></p> <p>*Talk about what they might do to adapt work</p> <p><b>Feelings</b></p> <p>*Identify other's feelings when they are obvious</p> <p><b>Our place</b></p>	<p>*Use words to negotiate rather than actions</p> <p><b>Planning ahead</b></p> <p>*I choose from a range of activities</p> <p><b>Feelings</b></p> <p>* Usually adapt behaviour to different situations</p> <p>*Know some simple strategies for managing their feelings</p> <p><b>Our place</b></p>	<p>*Pleased to win games</p> <p><b>Planning ahead</b></p> <p>*Switch between activities and areas</p> <p><b>Feelings</b></p> <p>*Regulate feelings by drawing on strategies known</p> <p>*Know that all emotions are ok but not all responses are</p> <p>*Recognise that living things have feelings</p> <p><b>Our place</b></p>	<p><b>ELG: Self-Regulation</b></p> <p>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>

	<ul style="list-style-type: none"> <li>*Know the children belong in their group/class</li> <li>*Know the areas in the nursery and what we do there</li> <li>*Know we are part of a family and community</li> </ul>	<ul style="list-style-type: none"> <li>*Set the table for lunch</li> <li>*Know how to return the resources correctly</li> </ul>	<ul style="list-style-type: none"> <li>*Support the 2 year olds in play</li> </ul>	<ul style="list-style-type: none"> <li>*Be a good role model to the younger children</li> </ul>	<ul style="list-style-type: none"> <li>*Know we are part of the wider world</li> </ul>	<ul style="list-style-type: none"> <li>*Deal with change positively</li> </ul>	
Managing Self	<p><b>Independence</b></p> <ul style="list-style-type: none"> <li>*Select activities from those available with adult help</li> </ul> <p><b>Rules &amp; Routines</b></p> <ul style="list-style-type: none"> <li>*Know the nursery boundaries, rules, sanctions, rewards and routines</li> <li>*Be able to line up and queue</li> </ul> <p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>*Eat using a spoon and fork</li> <li>*Tells an adult they need the toilet</li> <li>*Tells an adult if hungry/tired</li> </ul>	<p><b>Independence</b></p> <ul style="list-style-type: none"> <li>*Source/request resources to follow their plans</li> </ul> <p><b>Rules &amp; Routines</b></p> <ul style="list-style-type: none"> <li>*Follow daily routines with some support</li> </ul> <p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>*Put on a coat Waterproof independently</li> </ul>	<p><b>Independence</b></p> <ul style="list-style-type: none"> <li>*Talk about what they intend to do and how</li> </ul> <p><b>Rules &amp; Routines</b></p> <ul style="list-style-type: none"> <li>*Follow daily routines with developing independence</li> </ul> <p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>*Can use a knife to cut food</li> <li>*Goes to the toilet</li> <li>*Can pour a drink</li> <li>*Can drink from a cup (one handed)</li> </ul>	<p><b>Independence</b></p> <ul style="list-style-type: none"> <li>*Talk about what they might do to adapt work</li> </ul> <p><b>Rules &amp; Routines</b></p> <ul style="list-style-type: none"> <li>*Work towards individual and shared rewards</li> </ul> <p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>*Use a knife and fork correctly</li> <li>*Use a knife to spread</li> </ul>	<p><b>Independence</b></p> <ul style="list-style-type: none"> <li>*confident asking adults for help</li> </ul> <p><b>Rules &amp; Routines</b></p> <ul style="list-style-type: none"> <li>*Know why rules are important</li> </ul> <p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>*Dry and clean through the day</li> <li>*Know how to meet some care needs, such as brushing teeth, using the toilet, and wiping my</li> </ul>	<p><b>Independence</b></p> <ul style="list-style-type: none"> <li>*Adapt their plans and review their progress with increasing independence</li> <li>*Adapt behaviour to different situations (PE/Golden Assembly)</li> </ul> <p><b>Rules &amp; Routines</b></p> <ul style="list-style-type: none"> <li>*Remove and replace socks and shoes/jumpers etc.</li> <li>*Know some foods are good for you</li> </ul>	<p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>* Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>*Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>

	<ul style="list-style-type: none"> <li>*Can wash/sanitise hands with support</li> <li>*Know about people in the community who keep us safe/healthy – Dentist, Police etc.</li> </ul>		<ul style="list-style-type: none"> <li>*Can wash/sanitise hands with independently</li> <li>*Fasten a zip on a coat/waterproof</li> </ul>		bottom washing and drying my own hands		
Growth Mindset	<ul style="list-style-type: none"> <li>*Know Growth Mindset (COETL) characters – Persevering Parrot, Go For It Gorilla, Proud Peacock</li> </ul>	<ul style="list-style-type: none"> <li>*Know Growth Mindset (COETL) characters – Exploring Elephant, Choosing Chimp</li> </ul>	<ul style="list-style-type: none"> <li>*Know that there are things that they cannot do YET but will with practise</li> <li>*Know Growth Mindset (COETL) characters – Slinky Linky Snake,</li> </ul>	<ul style="list-style-type: none"> <li>*Know that our synapses are strengthened with practise</li> <li>*Know Growth Mindset (COETL) characters – I know Rhino</li> </ul>	<ul style="list-style-type: none"> <li>*Know that we make mistakes as we learn as our pathways are not fully developed</li> <li>*Know Growth Mindset (COETL) characters – Creative Chameleon, Teamwork Tiger</li> </ul>	<ul style="list-style-type: none"> <li>*Respond with resilience to challenges</li> </ul>	
Building Relationships	<ul style="list-style-type: none"> <li>*Learn the names of new children</li> <li>*Learn the names of the adults</li> <li>*Talk to children in play</li> <li>*Seek adult support to have needs met</li> </ul>	<ul style="list-style-type: none"> <li>*Initiate and join in play</li> <li>*Engage in pretend play</li> <li>Build relationships with adults/children through talk</li> </ul>	<ul style="list-style-type: none"> <li>*Actively seek out others</li> <li>*Form friendships with others</li> <li>*Keep play going by responding to what others are doing</li> </ul>	<ul style="list-style-type: none"> <li>* Have self-chosen friends</li> <li>*Initiate conversations with adults and children</li> </ul>	<ul style="list-style-type: none"> <li>*Show sympathy towards children in distress</li> <li>*Explain my understanding to others</li> <li>*Ask questions of others</li> <li>*Begin to use talk to negotiate and manage conflict</li> </ul>	<ul style="list-style-type: none"> <li>*Listen to others and sometimes accept their ideas in play</li> <li>*Know that other's may have different ideas and that is ok</li> <li>*Play cooperatively most of the time</li> </ul>	<b>ELG: Building Relationships</b> <ul style="list-style-type: none"> <li>* Work and play cooperatively and take turns with others</li> <li>* Form positive attachments to adults and friendships with peers</li> <li>*Show sensitivity to their own and to others' needs.</li> </ul>
Physical Development	<b>Intent</b> <b>Statutory Framework :Educational Programme</b> <ul style="list-style-type: none"> <li>*To development of a child's strength, co-ordination and positional awareness</li> <li>*To develop their core strength, stability, balance, spatial awareness, co-ordination and agility</li> <li>*To develop healthy bodies and social and emotional well-being</li> </ul>						Children at the expected level of development will: -



	*To develop proficiency, control and confidence in hand-eye co-ordination						
Gross Motor Skills	<b>Outdoors</b>  *Ride trikes  *Move freely in a range of ways  *Run with wheeled toys  *Negotiate obstacles/corners  <b>Indoors</b>  *Hold a simple body shape in yoga  *Climb steps with alternate feet  * Use large muscle movements to wave flags and streamers, paint and make marks	<b>Outdoors</b>  *Ride scooters  *Climb on tyres with safety and jump off  *Balance on a beam  *Traverse the A frame  <b>Indoors</b>  *Climb with confidence on the indoor climbing frame  * Use large muscle movements to wave flags and streamers, paint and make marks	<b>Outdoors</b>  *Run, jump, hop, skip  *Be aware of others and space  *Work with others to move large construction resources safely  <b>Indoors</b>  *Hold a body shape/position in yoga  *Construct with large construction  *Use large construction blocks with safety	<b>Outdoors</b>  *Play running and chasing games  *Traverse the climbing wall  *catch a large ball with two hands  *Throw a large ball  <b>Indoors</b>  *Sit upright on the carpet  *Construct more complex models with large construction	<b>Outdoors</b>  *Use a range of resources to build a den  *Know different ways of attaching resources – e.g. string, pegs  *Hang from the A frame  <b>Indoors</b>  *Sit correctly at a table  *Construct more complex models with large construction	<b>Outdoors</b>  *Use large materials to build an outdoor construction  *Use a variety of PE resources  <b>Indoors(hall)</b>  *Increasingly use and remember sequences and patterns of movements which are related to music and rhythm  *Find a space in the hall and play a spatial awareness game	<b>ELG: Gross Motor Skills</b> * Negotiate space and obstacles safely, with consideration for themselves and others *Demonstrate strength, balance and coordination when playing * Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills	<b>Manipulative</b>  *Roll dough into a ball/sausage  *Stack 10 blocks *Use large tweezers  <b>Mark Making</b>	<b>Manipulative</b>  *Build 3 steps with 6 cubes  *Build 3 block bridges from a model  <b>Mark Making</b>	<b>Manipulative</b>  *Thread beads  *Use large tweezers to pick up small items  <b>Mark Making</b>	<b>Manipulative</b>  *Complete a 10+ piece puzzle  *Build 3 steps from 6 cubes from a model  <b>Mark Making</b>	<b>Manipulative</b>  *Use large needles to sew  <b>Mark Making</b>	<b>Manipulative</b>  *Build models with construction kits  <b>Mark Making</b>	<b>ELG: Fine Motor Skills</b> * Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases * Use a range of



	<p>*Hold a pencil between 2 fingers and thumb</p> <p>*Trace zig zag patterns</p> <p><b>Scissors</b></p> <p>*Hold scissors</p> <p>*Snip with scissors</p> <p><b>Drawing</b></p> <p>*Copy a cross (+) and circle</p> <p>*Draw a person with a head and 2 features (eyes &amp; mouth)</p> <p><b>Painting</b></p> <p>*Use a large paintbrush</p> <p>*Hold it correctly</p> <p><b>Tools</b></p> <p>*Use a hand drill correctly</p> <p><b>Cutlery</b></p>	<p>*Apply increasing pressure</p> <p>*Trace wavy patterns</p> <p><b>Scissors</b></p> <p>*Hold scissors</p> <p><b>Drawing</b></p> <p>*Copy a v shape</p> <p>*Draw a person with head and legs</p> <p>*Trace a simple house</p> <p><b>Painting</b></p> <p>*Use paint palettes</p> <p><b>Tools</b></p> <p>*Use a hammer and nails correctly</p> <p><b>Cutlery</b></p>	<p>*Show a preference for a dominant hand</p> <p>*Copy first letter of name</p> <p><b>Scissors</b></p> <p>*Cut out a straight line</p> <p><b>Drawing</b></p> <p>*Draw a house</p> <p>*Trace a simple person</p> <p><b>Painting</b></p> <p>*Use a range of printing tools</p> <p><b>Tools</b></p> <p>*Use a saw correctly</p> <p><b>Cutlery</b></p>	<p>*Have a comfortable tripod hold</p> <p>*Trace anti-clockwise patterns</p> <p><b>Scissors</b></p> <p>*Cut a zig zag line</p> <p><b>Drawing</b></p> <p>*Draw a person with a head, body, arms, legs and fingers</p> <p><b>Painting</b></p> <p>*Explore smaller brushes</p> <p><b>Tools</b></p> <p>*Use a screwdriver and screws correctly</p> <p><b>Cutlery</b></p>	<p>* Copy most letters from name</p> <p><b>Scissors</b></p> <p>*Cut out shapes with curved lines</p> <p><b>Drawing</b></p> <p>*Copy simple shapes – circle, square, cross</p> <p><b>Painting</b></p> <p>*Select a correct sized brush for a task</p> <p><b>Tools</b></p> <p>*Know how to join resources</p> <p><b>Cutlery</b></p>	<p>*Hold the paper</p> <p>*Use a pencil with some control</p> <p><b>Scissors</b></p> <p>*Cut a range of simple shapes</p> <p><b>Drawing</b></p> <p>*Draw with increasing detail</p> <p><b>Painting</b></p> <p>*Use tools to create a picture</p> <p><b>Tools</b></p> <p>*Construct using workshop resources Independently</p> <p><b>Cutlery</b></p>	<p>small tools, including scissors, paint brushes and cutlery</p> <p>* Begin to show accuracy and care when drawing.</p>
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	*Use a spoon and fork	*Use a fork to hold food still to cut	*Can use a knife to cut food	*Can use a knife to spread	*Use a knife to push food onto a fork (e.g peas)	*Use cutlery effectively without support	
Visual Discrimination	*Recognise something when only shown part of the object  *Find and point out pictures from a book	*Match a familiar item to its shadow at tidy time	*Match an unfamiliar shadow to a picture  *Match the letters of their name to name strip with support	*Match the letters of their name to name strip independently	*Begin to match some graphemes to phonemes	*Match more graphemes to phonemes	
Literacy	<b>Intent</b> <b>Statutory Framework :Educational Programme</b> *To develop a life-long love of reading *To develop language comprehension, through talk with children about the world around them and books *To enjoy rhymes, poems and songs *To decode words *To recognise and read familiar words *To sell some words *To articulate and structure ideas before *To form letters correctly						Children at the expected level of development will:-
Comprehension	<b>Stories</b>  *Listen and enjoy sharing books  *Talk about key features of a familiar story  *Say who was in the story (character)  *Say where they were (setting)	<b>Stories</b>  *Listen and respond to stories by answering simple questions  *Hold a book correctly, handle with care and turn pages from front to back	<b>Stories</b>  *Actively listen to stories  *Can retell familiar stories  *Listen to a full story and answer questions  * Begin to understand the five key concepts about print: - print has meaning - print can have	<b>Stories</b>  *Listen to and learn rhymes and poems  *Respond to Rhymes  *Give a rhyming word  *Use speech influenced by books	<b>Stories</b>  *Retell a familiar story  *Know how to use non-fiction books Simple Non-Fiction books  *To talk about the places and people in stories and the important things that are happening	<b>Stories</b>  *Recall familiar stories and use them to support play  *Know that stories have beginnings and endings and sometimes guess how the story will end  *Have conversations about stories and learn new	<b>ELG: Comprehension</b> * Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary * Anticipate – where appropriate – key events in stories *Use and understand

			different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book			vocabulary  *Able to make up own stories, with characters, a beginning, middle and an end	recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word Reading	*Recognise rhythm in words  *Blend compound words (snow-man)  *Know signs and symbols carry meaning  *Clap name syllables	*Fill in missing phrases and words in known stories  *Recognise own name  *Know what sound name starts with	*See letters from name in other words  *Orally blend 3 syllable words (E-le-phant)	*Spot a mistake in a rhyming activity  *Add a correct rhyming word  *Hear the initial sound in a word  *Recognise words with the same initial sound orally	*Orally blend c-v-c words  *Have some phoneme grapheme correspondence (Satpin)	*Extend phoneme grapheme correspondence (c/k, e, h, r, m, d, g, o, u, l, f, b)  *Use phoneme grapheme correspondence to read some cvc words	<b>ELG: Word Reading</b> * Say a sound for each letter in the alphabet and at least 10 digraphs *Read words consistent with their phonic knowledge by sound-blending * Read aloud simple sentences and books that is consistent with their phonic knowledge, including some common exception words.
Writing	<b>Writing</b>  *Ascribe meaning to marks when drawing and painting	<b>Writing</b>  *Provide a running commentary when mark making  *Know writing and drawing is different	<b>Writing</b>  *Copy the first letter of name  *Match the letters of their name to name strip with support  *Say what writing means	<b>Writing</b>  *Copy most letters from name  *Match the letters of their name to name strip independently  *Use writing around the	<b>Writing</b>  *To write some or all of my name  *Say what I am going to write before doing it  *Uses some print and letter knowledge in early writing.	<b>Writing</b>  *Hold 3 phonemes in head then write a cvc word  *Hold a sentence for an adult to scribe  *Represent some sounds correctly when writing	<b>ELG: Writing</b> * 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

	<b>Letter Formation</b>  * Use large muscle movements to wave flags and streamers, paint and make marks	<b>Letter Formation</b>  * Tracing patterns	<b>Letter Formation</b>  *Know words are made up of letters  *Tracing patterns	nursery  <b>Letter Formation</b>  *Retrace a vertical line in a handwriting pattern	<b>Letter Formation</b>  *Use a full stop  *Form some letters from their name correctly	<b>Letter Formation</b>  *Form more letters correctly	phrases and sentences that can be read by others.
Phonics/Phonological Awareness	<b>Phase 1 Phonics Focus Aspects 1-2</b>  *Discrimination between general environmental sounds  *Discriminate between musical instruments sounds	<b>Phase 1 Phonics Focus Aspects 3-4</b>  *Listen and repeat sound and body patterns  *Develop understanding of rhythm and rhyme	<b>Phase 1 Phonics Focus Aspects 5-6</b>  *Develop understanding of alliteration  *Make various sounds with the voice	<b>Phase 1 Phonics Focus Aspect 7</b>  *Begin to Orally Blend and segment words	<b>Introduce Phase 1/2</b>  *Know phoneme grapheme correspondence and digraphs for s, a, t, p, i, n	<b>Phase 2</b>  *Know phoneme grapheme correspondence and digraphs for p, n, c/k, e, h, r, m, d, g, o, u, l, f, b	<b>See ELG: Word Reading</b> <b>See ELG Writing</b>
<b>Mathematics</b>	<b>Intent</b> <b>Statutory Framework :Educational Programme</b> *To develop a strong grounding in number *To count confidently *To develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers *To develop a secure base of knowledge and vocabulary *To develop their spatial reasoning skills across all areas of mathematics including shape, space and measures *To develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, *To 'have a go' and talk to adults and peers about what they notice and not be afraid to make mistakes						Children at the expected level of development will: -
Number	<b>Numbers Recognition</b>  *Recognise numerals of personal significance	<b>Numbers Recognition</b>  *Recognise numerals 0-3	<b>Numbers Recognition</b>  *Recognise numerals 0-5	<b>Numbers Recognition</b>  *Recognise numerals 0-5	<b>Numbers Recognition</b>  *Recognise numerals 5-10	<b>Numbers Recognition</b>  *Recognise numerals 5-10	<b>ELG: Number</b> *Have a deep understanding of number to 10, including the composition of each number

	<b>Using Numbers</b>	<b>Using Numbers</b>	<b>Using Numbers</b>	<b>Using Numbers</b>	<b>Using Numbers</b>	<b>Using Numbers</b>	<b>Using Numbers</b>
	<ul style="list-style-type: none"> <li>*Make a set the same</li> <li>*Handle Numicon tiles to make pictures</li> </ul>	<ul style="list-style-type: none"> <li>*Match the Numicon tile to the number to 3</li> <li>*Order the numbers to 3</li> <li>*Order numbers from 3</li> <li>*Identify missing numbers within 3</li> <li>*Make a set to match a numeral within 3</li> </ul>	<ul style="list-style-type: none"> <li>*Match the Numicon tile to the number to 5</li> <li>*Order the numbers to 5</li> <li>*Order numbers from 5</li> <li>*Identify missing numbers within 5</li> <li>*Make a set to match a numeral within</li> </ul>	<ul style="list-style-type: none"> <li>*Match the Numicon tile to the number within 5</li> <li>*Explore making 5 in different ways knowing the total remains the same (Numicon / 5 frames)</li> <li>*Solve number problems in 5</li> </ul>	<ul style="list-style-type: none"> <li>*Match the Numicon tile to the number within 10</li> <li>*Order the numbers to 10</li> <li>*Order numbers from 10</li> <li>*Identify missing numbers within 10</li> <li>*Make a set to match a numeral within 10</li> </ul>	<ul style="list-style-type: none"> <li>*Match the Numicon tile to the number within 10</li> <li>*Explore making 10 in different ways knowing the total remains the same (Numicon / 10 frames)</li> <li>*Solve number problems in 5</li> </ul>	<ul style="list-style-type: none"> <li>*Subitise (recognise quantities without counting) up to 5</li> <li>*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>
		<b>Subitising</b>	<b>Subitising</b>	<b>Subitising</b>	<b>Subitising</b>	<b>Subitising</b>	
		<ul style="list-style-type: none"> <li>*Subitise dice patterns to 3</li> </ul>	<ul style="list-style-type: none"> <li>*Subitise 3 in random arrangements</li> </ul>	<ul style="list-style-type: none"> <li>*Subitise dice patterns to 5</li> </ul>	<ul style="list-style-type: none"> <li>*Subitising to 5 in random arrangements</li> </ul>	<ul style="list-style-type: none"> <li>*Subitise dice patterns to 6</li> </ul>	
		<b>Explain, Reason and Justify</b>	<b>Explain, Reason and Justify</b>	<b>Explain, Reason and Justify</b>	<b>Explain, Reason and Justify</b>	<b>Explain, Reason and Justify</b>	
		<ul style="list-style-type: none"> <li>*Talk about what they are doing as they do it</li> </ul>	<ul style="list-style-type: none"> <li>*Answer questions</li> </ul>	<ul style="list-style-type: none"> <li>*Give simple explanations about what they are doing</li> </ul>	<ul style="list-style-type: none"> <li>*Justify why they have responded as they have</li> </ul>	<ul style="list-style-type: none"> <li>*Provide a running commentary of what they are doing</li> </ul>	



	<p>*Make a set of items to match another (within 3)</p> <p>*Understand the concept of the same</p> <p><b>Patterns</b></p> <p>*Notice patterns around them</p> <p>*Sort items by colour</p>	<p>* Make a set of items to match another (within 3)</p> <p>*Compare the size of sets (within 3) using the language more/less/the same</p> <p><b>Patterns</b></p> <p>*Continue/ make an AB pattern using colour/shape</p> <p>*Learn the vocabulary of pattern</p> <p>*Sort items by a given criteria</p>	<p>* Make a set of items to match another (within 5)</p> <p>Compare the size of sets (within 5) using the language more /less /the same</p> <p>*Add 2 and 1 under cover then make a set of 3 to match</p> <p><b>Patterns</b></p> <p>*Continue a more complex pattern with colour /shape – AABB, BBA/ABB</p> <p>*Identify the pattern rules in other’s patterns</p> <p>*Sort items by own criteria</p>	<p>*Find numbers which are bigger than/more than 5</p> <p>*Find numbers which are less than/smaller than 5</p> <p>*Addition – Combine two groups to reach a total within 5</p> <p>*Subtract within 5</p> <p><b>Patterns</b></p> <p>*Make a more complex pattern with colour /shape – AABB, BBA/ABB</p> <p>*Identify the pattern rules in other’s patterns</p>	<p>* Make a set of items to match another (within 10)</p> <p>*Compare the size of sets (within 10) using the language more/less/the same</p> <p>*Solve simple number problems .e.g. if you have 2 and I give you one more</p> <p><b>Patterns</b></p> <p>*Share an even number of objects between even dishes</p>	<p>*Find numbers which are bigger than/more than 10</p> <p>*Find numbers which are less than/smaller than 5</p> <p>*Addition – Combine two groups to reach a total within 10</p> <p>*Subtract in 10</p> <p><b>Patterns</b></p> <p>*Share an odd number of objects between even dishes</p> <p>*Talk about what to do with the remainder</p>	<p>how quantities can be distributed equally.</p>
Understanding the World	<p><b>Intent</b></p> <p><b>Statutory Framework :Educational Programme</b></p> <p>*To make sense of their physical world and their community</p> <p>*To develop knowledge and make sense of the world around them</p> <p>*To know key members of society who support us</p> <p>*To develop understanding of our culturally, socially, technologically and ecologically diverse world.</p> <p>*To develop the vocabulary to support this understanding</p>						<p>Children at the expected level of development will:</p> <p>-</p>



Past and Present	<p><b>My History</b></p> <ul style="list-style-type: none"> <li>*Make sense of their life story</li> <li>*Talk about and compare pre-school and nursery</li> <li>*Identify what they can do now that they couldn't as a baby</li> <li>*Listen and respond to stories about babies</li> </ul> <p><b>Significant people</b></p> <ul style="list-style-type: none"> <li>*Name who lives in their house</li> <li>*Talk about extended family members</li> </ul>	<p><b>My History &amp; Significant events</b></p> <ul style="list-style-type: none"> <li>*Talk about experiences of bonfire night</li> <li>*Talk about past experiences of celebrating Christmas</li> </ul> <p><b>Artefacts</b></p> <ul style="list-style-type: none"> <li>*Identify and handle some artefacts from the past (phones)</li> </ul>	<p><b>My History &amp; Significant events</b></p> <ul style="list-style-type: none"> <li>*Recount past events and news</li> </ul> <p><b>Changes outside their lifetime</b></p> <ul style="list-style-type: none"> <li>*Comment on how things have changed through books (Now &amp; Then/Peepo)</li> </ul> <p><b>Artefacts</b></p> <ul style="list-style-type: none"> <li>*Identify and handle some artefacts from the past (scales)</li> </ul>	<p><b>My History &amp; Significant events</b></p> <ul style="list-style-type: none"> <li>*Talk about past experiences of celebrating Easter</li> <li>*Talk about the past through nursery rhymes</li> </ul>	<p><b>Significant people</b></p> <ul style="list-style-type: none"> <li>*Comment on a significant person (Queen)</li> </ul> <p><b>Significant events</b></p> <ul style="list-style-type: none"> <li>*Participate in a significant event (Jubilee celebrations)</li> <li>*Observe and talk about past significant events (coronation)</li> </ul>	<p><b>My History</b></p> <ul style="list-style-type: none"> <li>*Talk about experiences in nursery and transition into Reception</li> </ul>	<p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>*Talk about the lives of the people around them and their roles in society</li> <li>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
People, Culture and Communities (Geography)	<p><b>Our Community</b></p> <ul style="list-style-type: none"> <li>*Know our school is in Bedlington</li> <li>*Identify roles and occupations in the nursery</li> </ul>	<p><b>Our Community</b></p> <ul style="list-style-type: none"> <li>*Identify roles and occupations in the community which keep us healthy</li> </ul>	<p><b>Our Community</b></p>	<p><b>Wider World</b></p> <ul style="list-style-type: none"> <li>*Know that there are other countries in the world through story</li> </ul>	<p><b>Our Community</b></p> <ul style="list-style-type: none"> <li>*Know about the role of a vet</li> </ul> <p><b>Wider World</b></p> <ul style="list-style-type: none"> <li>*Talk about what they see in stories (Handa)</li> <li>*Know that life may be different in other countries (water carrying in Africa)</li> </ul>	<p><b>Our Community</b></p>	<p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>*Explain some similarities and differences between life in this country and life in</li> </ul>

People, Culture and Communities (RE)	<p><b><i>Family diversity</i></b></p> <p>*Begin to make connections between the features of their family and other families</p> <p>*Compare ourselves to our friends – what is the same/different</p> <p>*Know it is ok to be different</p>	<p><b><i>Christianity &amp; Celebrations</i></b></p> <p>*Know Christians celebrate Xmas</p> <p>*Know about some cultural traditions – Xmas, Bonfire, Halloween</p> <p>*Know how/why Christmas is celebrated</p>	<p><b><i>Cultural diversity &amp; Stories</i></b></p> <p>*Begin to be aware that different cultures have special stories and celebrations (CNY)</p>	<p><b><i>Christianity &amp; Celebrations</i></b></p> <p>*Know how/why Easter is celebrated</p> <p>*Joins in with celebrations which are special to them</p>	<p><b><i>Cultural diversity &amp; Stories</i></b></p> <p>*Talks about similarities and differences in cultures through story (Handa)</p>	<p><b><i>Cultural diversity &amp; Stories</i></b></p> <p>*Talks about similarities and differences in cultures through story (My 2 Grannies)</p>	<p>other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>* Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>
The Natural World	<p><b><i>Growth and Change</i></b></p> <p>*Understand the life cycle of a human</p> <p><b><i>Exploration</i></b></p> <p>*Explore the indoor and outdoor area</p>	<p><b><i>Exploration</i></b></p> <p>*Explore natural materials indoors and outdoors</p>	<p><b><i>Exploration</i></b></p> <p>*Talk about differences they see in materials as they change</p>	<p><b><i>Growth and Change</i></b></p> <p>*Plant seeds and watch their growth</p> <p>*Understand the life cycle of a plant</p> <p>*Know some things that a plant needs to grow</p> <p><b><i>Exploration</i></b></p> <p>*Observe changes during growth</p>	<p><b><i>Growth</i></b></p> <p>*respect and care for living things (pets)</p> <p><b><i>Exploration</i></b></p> <p>*Explore forces (magnets)</p>	<p><b><i>Growth</i></b></p> <p>*Understand the life cycle of a butterfly</p> <p>*respect and care for living things</p> <p><b><i>Exploration</i></b></p> <p>*Observe and discuss changes over time (growth)</p>	<p><b>ELG: The Natural World</b></p> <p>*Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>* Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>

	<p>*Talk about what they see and experience</p> <p>*Respect and care for the environment</p> <p>*Sort materials (float/sink)</p> <p><i>ICT</i></p> <p>*Know how to use an app on an iPad</p>	<p>*Talk about similarities and differences</p> <p>*Talk about differences they see in materials as they change (clay)</p> <p><b>Seasons</b></p> <p>*Observe the changes in the garden and local area in Autumn</p> <p>*Listen and comment on stories about Autumn</p> <p><i>ICT</i></p> <p>*Know how to find information with a computer</p>	<p>(porridge)</p> <p>*Explore how things work (cogs)</p> <p>*Observe and talk about differences they see in materials as they change (ice)</p> <p><b>Seasons</b></p> <p>*Observe and talk about differences they see in materials as they change in winter (ice)</p> <p><i>ICT</i></p> <p>*know how to use a paint app</p>	<p>*Talk about what they notice using their senses</p> <p>*Explore forces (wind)</p> <p><b>Seasons</b></p> <p>*Observe the changes in the garden and local area in Spring</p> <p><i>ICT</i></p> <p>*Take a photograph with an iPad</p>	<p><i>ICT</i></p> <p>*Know how to find information with a computer</p>	<p><b>Seasons</b></p> <p>*Observe the changes in the garden and local area in Summer</p>	<p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<b>Expressive Arts and Design</b>	<p><b>Intent</b></p> <p><b>Statutory Framework :Educational Programme</b></p> <p>*To development of children’s artistic and cultural awareness, to supports their imagination and creativity</p> <p>*To engage with the arts</p> <p>*To explore and play with a wide range of media and materials</p> <p>*To developing their understanding, self-expression, vocabulary and ability to communicate through the arts</p> <p>*To interpret and appreciate what they hear, respond to and observe</p>						<p>Children at the expected level of development will:</p> <p>-</p>

Creating with Materials	<b>DT Joining</b>  *Know how to glue (Pritt) and attach with tape (Sellotape)  *Know how to replace the lid  *Know how to stick tape on the table  *Explore using these	<b>DT Joining</b>  *Know how to glue (PVA) and attach with tape (Masking)  * Know how to use a glue spreader  *Explore using these	<b>DT Joining</b>  *Know how to use a stapler  *Know how to join bricks in construction kits  *Explore construction kits (Chair for BB)  *Know how to use a hole punch (Threading)	<b>DT Joining</b>  *Know how to overlap bricks to build a strong wall  *Explore this with Duplo, Lego, outdoor bricks etc. (HD Wall)	<b>DT Joining</b>  *Know how to tie with string  *Know how to make a knot  *Exploring attaching with string (Dens)  *Know how to use a glue gun safely (pebble pets)	<b>DT Joining</b>  *Know how to use a split pin (caterpillar)	<b>ELG: Creating with Materials</b> *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function * Share their creations, explaining the process they have used *Make use of props and materials when role playing characters in narratives and stories.
	<b>Design &amp; Make</b> *Explore resources available  *Use their imagination as they consider what they can do with different materials.  *Make simple models which express their ideas	<b>Design &amp; Make</b> *Deciding what to make and what is needed  *Create a clay owl (Owl Babies)  *Create a collage (calendar)	<b>Design &amp; Make</b> *Plan a 3D construction (Chair for BB)  *Talk about what they have done/made  *Evaluate the end result	<b>Design &amp; Make</b> *Make a strong wall (HD)  *Evaluate the end result  *Decide if they would they adapt it	<b>Design &amp; Make</b> *Plan a pebble pet  *Evaluate the end result  *Decide if they would they adapt it	<b>Design &amp; Make</b> *Use a split pin to make a moving structure (caterpillar)	
	<b>Colour</b>  *Name Primary colours  *Explore mixing colours  *Know how to put	<b>Colour</b>  *Mix primary colours to create secondary colours (poster paint)  *Wash and return palettes, brushes	<b>Colour</b>  *Select paper for the task – colour, size  *Follow a colour mixing chart	<b>Colour</b>  *Know techniques for printing (sponge)	<b>Colour</b>  *Know techniques for printing (fruit)  *Match colours (Obs painting of fruit)	<b>Colour</b>  *Explore water colour paints	

	on an apron	etc	*Use a colour for a purpose				
	*Explore Autumn colours	*Explore Autumn colours					
	<b>Media</b>	<b>Media</b>	<b>Media</b>	<b>Media</b>	<b>Media</b>	<b>Media</b>	
	*Sculpture- Explore Playdough	*Collage - Create a collage in mixed media	*Create a 3D construction from Lego/kits	*Create a 3D construction from Lego/kits	*Create a large scale construction mixed media (Dens)	*Create a moving structure With split pins (caterpillar)	
	*Use the tools Ball & Roll the dough	*Clay – Create a clay owl	*Textiles - Large scale weaving	*Natural materials Use natural materials to make patterns and pictures	*3D structure with mixed media (Pebble pets)		
	*Natural materials- Explore pattern and texture	*Add mixed media to decorate	<b>ICT</b>	<b>ICT</b>		<b>ICT</b>	
		*Take a photograph on an iPad	*know how to use a paint app to fill	*Know how to change colours and brush sizes		*know how to use and change the tools on a paint app	
	<b>Drawing</b>	<b>Drawing</b>	<b>Drawing</b>	<b>Drawing</b>	<b>Drawing</b>	<b>Drawing</b>	
	*Exploring available resources Colour in a picture	*Know how to care for pens, pencils etc.	*Explore pastels as a mark making implement	*Explore colouring in within the lines	*Explore colouring in within the lines	*Draw freely with increasing detail	
	*Copy a cross (+) and circle	*Know how to use a rubber	*Draw with texture (Bear)	*Choose media for a task	*Choose media for a task	*Choose media for a task	
	*Draw a person with a head and 2 features (eyes & mouth) (Family)	*Copy a v shape	*Draw a house (Goldilocks)	*Draw a person with a head, body, arms, legs and fingers (HD)	*Copy simple shapes – circle, square, cross		
	*Name various mark making	*Draw a person with head and legs	*Trace a simple person				
		*Trace a simple house					

	implements						
	<b><i>Imaginary Play</i></b>  *Use available role play resources to recreate experiences  *Using costumes to support role play (Home & Clinic)	<b><i>Imaginary Play</i></b>  *Use story props to act out familiar stories (Puppets and Story Stones) (Home & Bird Hide)	<b><i>Imaginary Play</i></b>  *Use available role play resources to recreate experiences  *Using costumes to support role play of stories (Home & 3 Bears cottage CNY - Restaurant)	<b><i>Imaginary Play</i></b>  *Use available role play resources to recreate experiences  *Using costumes to support role play of stories (Home & Garden Centre)  *Explore using loose parts and general small world resources to act out stories	<b><i>Imaginary Play</i></b>  *Use story props to act out familiar stories  *Using costumes to support role play of stories (Puppets and Story Stones) (Home & Handa's Home)  *Explore using loose parts and general small world resources to act out stories	<b><i>Imaginary Play</i></b>  *Use story props to act out familiar stories  *Using costumes to support role play of stories (Home & Minbeast Garden)  *Explore using loose parts and general small world resources to act out stories	
Being Imaginative and Expressive	<b><i>Imaginary Play</i></b>  *Act out first hand experiences in role play and small world  *Pretend without an object  *Substitute an object  *Start to develop pretend play, pretending that one object represents another	<b><i>Imaginary Play</i></b>  *Take on the role of familiar people  *Begin to develop storylines with adult support	<b><i>Imaginary Play</i></b>  *Give puppets and characters a voice  *Play alongside others involved in the same theme  *Use available construction and resources to make small world situations  <b><i>Retelling Stories</i></b>  *Retell a familiar simple story	<b><i>Imaginary Play</i></b>  *Act out stories outside of their first hand experiences  *Pretend with others with each having a role  *Pretend with gesture, mime  *Substitute an unrealistic object	<b><i>Imaginary Play</i></b>  *Use gesture and expression in voice to bring characters to life  *Explain the role taken  *Use appropriate language and vocabulary for the role  <b><i>Retelling Stories</i></b>  *Retell a simple story with words	<b><i>Imaginary Play</i></b>  *Act out stories heard  *Develop complex story lines  <b><i>Retelling Stories</i></b>  *Make up a story together	<b>ELG: Being Imaginative and Expressive</b> *Invent, adapt and recount narratives and stories with peers and their teacher * Sing a range of well-known nursery rhymes and songs *Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

	<b>Music</b>	<b>Music</b>	(T4W) <b>Music</b>	<b>Music</b>	and sign (T4W) <b>Music</b>	<b>Music</b>	
	<ul style="list-style-type: none"> <li>*Explore musical instruments</li> <li>*Learn their names</li> <li>*Learn simple songs (body)</li> <li>*Listen to environmental sounds (Phonics)</li> </ul>	<ul style="list-style-type: none"> <li>*Tap name syllables</li> <li>*Learn simple songs (counting)</li> <li>*Talk about music they have heard – loud/quiet</li> <li>*Play loud/quiet sounds</li> </ul>	<ul style="list-style-type: none"> <li>*Tap out character names (Goldilocks)</li> <li>*Learn simple songs (Goldilocks)</li> <li>*Talk about music they have heard – fast/slow (CNY)</li> <li>*Play fast/slow sounds</li> </ul>	<ul style="list-style-type: none"> <li>*Keep a beat to a nursery rhyme</li> <li>*Sing simple nursery rhymes</li> <li>*Create a melodic shape with a chime bar (growth)</li> </ul>	<ul style="list-style-type: none"> <li>*Sing a range of songs with some attention to tune</li> <li>*Use iPad to make music</li> <li>*Add music to a story</li> </ul>	<ul style="list-style-type: none"> <li>* Sing a range of songs with some attention to tune</li> <li>*Learn simple songs (Tiny Caterpillar)</li> <li>*Learn minibeast poems/rhymes</li> <li>*Add music to a story</li> </ul>	
	<b>Responding to Music</b>	<b>Responding to Music/Dance</b>	<b>Responding to Music/Dance</b>	<b>Responding to Music/Dance</b>	<b>Responding to Music/dance</b>	<b>Responding to Music/Dance</b>	
	<ul style="list-style-type: none"> <li>*Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'</li> <li>*Say a favourite</li> </ul>	<ul style="list-style-type: none"> <li>*Watching and responding to a live performance</li> <li>*Responding to their own performance</li> <li>*Move to match their mood (Party)</li> </ul>	<ul style="list-style-type: none"> <li>*Move to a beat (Dragon Dance)</li> </ul>	<ul style="list-style-type: none"> <li>*Move to melodic shape (Growth)</li> </ul>	<ul style="list-style-type: none"> <li>*Listening and responding to music from other counties</li> <li>*Move to African music (Handa)</li> </ul>	<ul style="list-style-type: none"> <li>*Listen and respond to different music (PE)</li> <li>Move in response to music (carnival of the animals)</li> <li>* Listen and respond to story (VHC)</li> <li>*Respond to own and others performances</li> </ul>	
				<b>Artist</b>	<b>Artist</b>		
				<ul style="list-style-type: none"> <li>*Looking at and responding to Walter Mason's art</li> <li>*Create leaf art</li> </ul>	<ul style="list-style-type: none"> <li>*Looking at and responding to Kandinsky's Circles art</li> <li>*Create circles art</li> </ul>		