



EYFS Curriculum and Progression of Skills and Knowledge Overview

Our curriculum aims to offer 'Excellence for all, through Jesus' love.'

With Jesus at the heart, we intend to provide:

1. Excellence for all children.
2. Excellence for all staff.
3. Excellent spaces and opportunities to learn.

The EYFS curriculum at St Modwen's is designed to ensure all children have the knowledge and skills to be successful as they enter KS1 and continue on through their school journey. One of our key areas of focus is developing communication and language skills to ensure children are able to articulate their thoughts and feelings, as well as pose questions to further their own learning. Our topics have been carefully chosen to ensure children explore, celebrate and investigate the world around them and high-quality texts are used to engage children in their learning. Christ is at the heart of our curriculum as the children learn about all that God created and how we can take care of all that He created. Caritas in Action helps us to learn ways in which we can put our faith into action to help those around us which supports our personal, social and emotional development.

We ensure that our environment and delivery of the curriculum incorporates and promotes the development of the three Characteristics of Effective Teaching and Learning and all staff know the importance of children developing these learning skills:

Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.

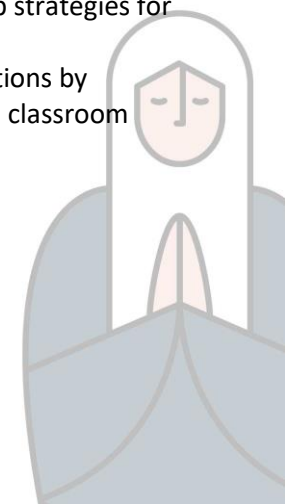
Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements.

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children will be given the opportunity to be creative through all areas of learning. Adults support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.





When you enter our Nursery and Reception classrooms you will see...

Creativity

Every child has the opportunity to express their creativity and individuality through open-ended activities and access to a wide variety of quality resources.

Calm

A calm, purposeful environment where children are happy, safe, respectful and engaged in their learning.

Collaboration

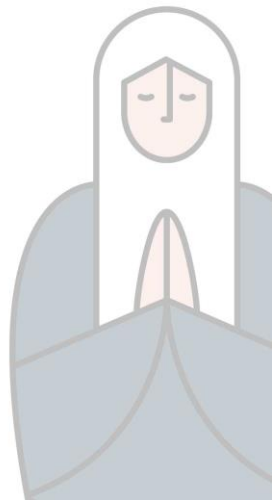
Children are encouraged to work together to solve problems and share ideas. To respectfully challenge each other as well as to help each other when needed.

Positivity

A nurturing environment surrounded by positivity where everyone is praised for their efforts and achievements.

Independence

Children are encouraged to explore and be curious in their learning. Setting their own challenges and building their resilience, becoming independent learners.

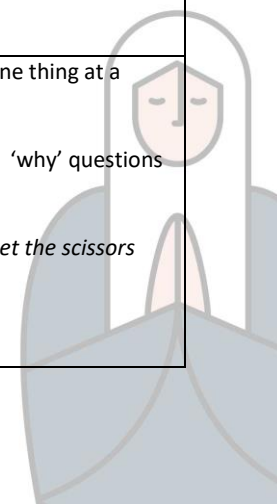




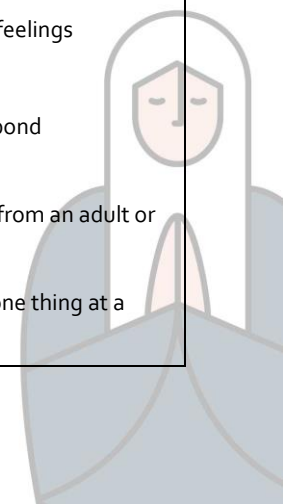
Nursery

Our children are learning to...

Term	Autumn Term		Spring Term		Summer Term	
Topics	I am Amazing! Awesome Autumn	Special Celebrations. Wonderful Winter	Once Upon a Time...	The Great Outdoors Easter	We are Going on a Bear Hunt	Set Sail to Africa
Caritas in Action	The Dignity of the Human Person	Family and Community	Solidarity and the Common Good	Rights and Responsibilities	Option for the Poor and Vulnerable	Stewardship
Key Texts	The Colour Monster Monkey Puzzle Owl Babies	Ouch! Brown Bear, Brown Bear	Goldilocks and the Three Bears The Three Billy Goats Gruff The Gingerbread Man	Jasper's Beanstalk The Very Hungry Caterpillar The Easter Story	We are Going on a Bear Hunt Whatever Next!	We're Going on a Lion Hunt Handa's Surprise Walking through the Jungle
RE	Creation People Who Care for Us Special Celebrations Advent		Christmas Baptism Prayer Lent Holy Week		Easter Pentecost Prayer People Who Help Us	
Communication and Language	<p>EYFS Statutory Educational Programme. The curriculum needs to include: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	Listen to other people's talk with interest, sometimes becoming distracted.		Shift their attention when they hear their name.		Begin to be able to pay attention to more than one thing at a time.	
	Follow a simple instruction - <i>fetch your yellow socks.</i>		Show understanding of simple questions (through actions or words)		Show understanding of some 'what' 'where' and 'why' questions - <i>why did the caterpillar get so fat?</i>	
	Listen to simple stories, understand what is happening, with the help of the pictures, and talk about it.		Follow a simple two part instructions e.g. <i>pick up your coat and hang it up</i>		Follow two-part instructions reasonably well - <i>Get the scissors and some paper from the drawer please</i>	

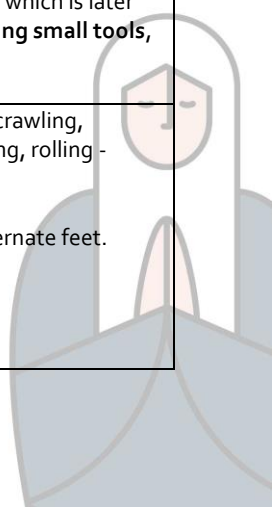


	<p>Try to join in with a range of songs and rhymes.</p> <p>Start a conversation with a trusted adult or child.</p> <p>Begin to talk about what has already happened.</p> <p>Talk with others –preferring adults and children most familiar to them.</p> <p>Engage in own favourite make-believe play, some of which may be repetitive.</p> <p>Develop social phrases to help them in their play - Can I play?</p>	<p>Enjoy listening to longer stories, remember some of what happens and talk about it</p> <p>Sing a range of songs and rhymes.</p> <p>Use talk in play.</p> <p>Ask questions using some question words.</p> <p>Use some school specific language e.g. group time, book area.</p> <p>Start a conversation with adult or friend.</p> <p>Can talk about what already happened.</p> <p>Talk with a growing range of other people.</p> <p>Engage in a wider range of make-believe play and dressing up.</p> <p>Use talk to organise their play - ‘pretend we are in a jungle...’</p>	<p>Listen to a story or information text, talk about it and answer simple questions about it.</p> <p>Sing a repertoire of songs.</p> <p>Use longer sentences of 4-6 words.</p> <p>Ask questions using a range of question words.</p> <p>Start a conversation with an adult or friend and continue it for some turns.</p> <p>Enjoy a wide range of make-believe play and dressing up.</p> <p>Use talk to plan games with others, sustaining ideas for short periods.</p>
<p>Personal, Social and Emotional Development</p>	<p>EYFS Statutory Educational Programme. The curriculum needs to include:</p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>		
	<p>Express emotions – <i>happiness frustration</i>, and a range of other feelings.</p> <p>Recognise ‘uncomfortable’ feelings.</p> <p>Begin to take part in adult led practical challenges.</p> <p>Listens to others with some interest.</p> <p>Access some familiar resources independently.</p> <p>Begin to understand right and wrong.</p>	<p>Express a wide range of feelings in their interactions with others.</p> <p>Begin to be able to manage ‘uncomfortable’ feelings appropriately.</p> <p>Move away from chosen activity, with some adult support and take part in adult led practical challenges for a few minutes.</p> <p>Understand how others might be feeling.</p> <p>Explain what they do and don’t like doing.</p>	<p>Say what has made them feel a particular way.</p> <p>Sometimes be able to manage ‘uncomfortable’ feelings appropriately without adult support.</p> <p>Talk about how others might be feeling and respond appropriately.</p> <p>Say what they need help with and seek support from an adult or another child.</p> <p>Begin to be able to pay attention to more than one thing at a time.</p>



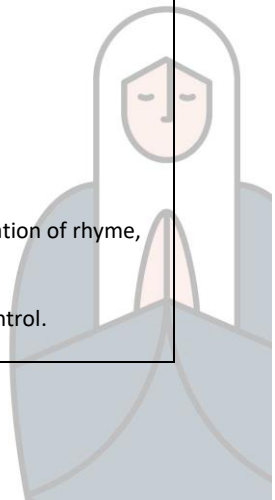
	<p>Know when they are tired, hungry.</p> <p>Use the toilet with some adult support.</p> <p>Understand that they need to wait their turn.</p> <p>Begin to understand the needs of their friends.</p>	<p>Confidently access favourite resources and experiments with new ones.</p> <p>Begin to understand and work towards a simple goal and show an awareness when this is achieved.</p> <p>Tell adults when they are tired, hungry.</p> <p>Play alongside a friend, sharing experiences and seeks companionship from adults and other children.</p> <p>Ask a trusted adult for help where there is a conflict.</p>	<p>Select and use a range of resources independently.</p> <p>Show confidence and self-esteem by taking risks and trying new things.</p> <p>Understand and work towards a simple goal and celebrates its accomplishment.</p> <p>Follow rules independently and usually know what is right and wrong.</p> <p>Tell adults when hungry, full up or tired, when they want to sleep, rest or play and attend to own toileting needs.</p> <p>Dress with help e.g. puts arms into open fronted coat when held up, pulls up own trousers, pulls up fastened zipper.</p> <p>Understand that some foods are especially good for them.</p> <p>Can play in a pair/three, extending play ideas and shared experiences.</p> <p>Understand they may need to wait their turn and show increasing consideration of other peoples' needs and increased impulse control.</p>
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<p>Physical Development</p>	<p>EYFS Statutory Educational Programme. The curriculum needs to include:</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>		
	<p>Catch a large ball from close distance.</p> <p>Throw a large ball with two hands.</p> <p>Walk on a full foot.</p> <p>Complete movements with adult support - sit, stand, walk, run, climb, crawl, slide, spin, push, pull, rock, roll.</p>	<p>Catch a beanbag from a close distance.</p> <p>Throw a small ball with one hand.</p> <p>Develop the strength and skill to walk, run, crawl, climb, slide, spin, push, pull, rock, roll.</p>	<p>Complete some movements – walking, running, crawling, climbing sliding, spinning, pushing, pulling, rocking, rolling - safely and with confidence.</p> <p>Use stairs, steps or climbing equipment using alternate feet.</p> <p>Balance on one foot at a time.</p> <p>Walk along a painted line.</p>

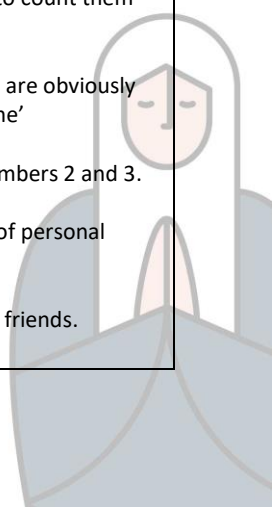


	<p>Show increasing control in holding, using, and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> <p>Show familiarity with different spaces across the learning environment.</p> <p>Respond to many forms of music by moving the body in different ways, showing pleasure in movement.</p>	<p>Begin to hop and skip and can jump with two feet.</p> <p>Can 'go' and 'stop'.</p> <p>Stand very still with a quoit on head.</p> <p>Move safely on different surfaces.</p> <p>Uses a range of smaller implements with developing control.</p> <p>Find a space and move to a new space when asked.</p> <p>Make a statue and be very still.</p> <p>Clap hands and stamp feet.</p> <p>Join in with ring games, songs, and rhymes.</p>	<p>Balance bean bag on head.</p> <p>Make large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use smaller objects and implements in play with increasing accuracy and control.</p> <p>Manipulate a range of tools and equipment in one hand including paintbrushes, scissors, hairbrushes, toothbrush, scarves, or ribbons.</p> <p>Stop in a space and move safely in big spaces and small spaces.</p> <p>Move quickly or slowly depending on the type of music being played.</p> <p>Tap in time to simple a rhythm.</p>
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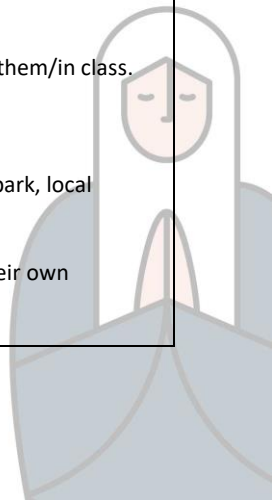
<p>Literacy</p>	<p>EYFS Statutory Educational Programme. The curriculum needs to include:</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>		
	<p>Engage in short conversations about stories, songs, rhymes, and non-fiction books, using the pictures to help them.</p> <p>Join in with stories and poems.</p> <p>Fill in the missing word or phrase in a known rhyme or story.</p> <p>Begin to explore some simple vocabulary from books in their play.</p> <p>Enjoy listening to stories and know how to hold a book, turn pages.</p> <p>Begins to experiment with sounds and words.</p>	<p>Engage in regular sharing of stories, rhymes, songs, and non-fiction books, including longer stories, exploring new vocabulary, and remembering much of what happens.</p> <p>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>Explore some simple vocabulary from books in their play</p> <p>Enjoy choosing their own books to read Identify front cover, back cover, and title.</p> <p>Continue to experiment with sounds and words.</p>	<p>Engage in extended conversations about stories, rhymes, songs, and non-fiction texts, answering simple questions and learning new vocabulary.</p> <p>Talk about events and characters in stories.</p> <p>Use some vocabulary from books in their play.</p> <p>Enjoy sharing books.</p> <p>Have an awareness of pages and words.</p> <p>Listen attentively with an awareness and appreciation of rhyme, rhythm, and alliteration.</p> <p>Speak clearly and audibly with confidence and control.</p>



	<p>Begin to listen attentively, show a growing awareness and appreciation of rhyme, rhythm, and alliteration.</p> <p>Distinguish between the different marks they make.</p> <p>Use scribbles and symbols that represent letters when exploring writing</p>	<p>Listen attentively with a growing awareness and appreciation of rhyme, rhythm, and alliteration.</p> <p>Speak clearly and audibly with confidence and control.</p> <p>Distinguish between different sounds in words and develop an awareness of the differences between phonemes.</p> <p>Spot rhymes and clap syllables in a word.</p> <p>Begin to orally blend and segment. Use symbols or random letters when exploring writing and give meaning to marks.</p>	<p>Distinguish between different sounds in words and develop an awareness of the differences between phonemes.</p> <p>Clap and count syllables in a word.</p> <p>Recognise words with the same initial sound - mouth, money. Orally blend and segment.</p> <p>Ascribes meanings to signs, symbols and words that they see in different places.</p> <p>Begin to talk about ideas they want to write about.</p> <p>Attempt to write some or all their name.</p>
<p>Mathematical Development</p>	<p>EYFS Statutory Educational Programme. The curriculum needs to include: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults</p>		
	<p>Recite some numbers, not always in order.</p> <p>Begin to use number names in the context of play.</p> <p>Recognise groups of 1 or 2 objects.</p> <p>Compare quantities – ‘more than’ – in play.</p> <p>Experiment with own symbols and marks.</p> <p>Talk about patterns in the environment with adult support.</p> <p>Arrange items in their own patterns.</p> <p>Explore 2D and 3D shapes e.g., through block play and modelling and select shapes appropriately e.g., cube/cuboid for a house.</p>	<p>Recite numbers to 5 usually in the correct order.</p> <p>Say number names for each item in order 1,2,3.</p> <p>Count in play but may not understand the significance of the last number in the count.</p> <p>Recognise up to 3 objects without counting them individually.</p> <p>Compare quantities – ‘more than’ ‘fewer than’ in play</p> <p>With adult support, experiment with recording quantities e.g. tallying, dots.</p> <p>Identify patterns around them.</p>	<p>Recite numbers past 5.</p> <p>Points or touches each item when counting.</p> <p>Count in play and is beginning to understand the significant of the last number in the count.</p> <p>Quickly recognise up to 3 objects without having to count them individually.</p> <p>Compare quantities where amounts in the groups are obviously very different, - ‘more than’ ‘fewer than’ ‘the same’</p> <p>Is beginning to understand the composition of numbers 2 and 3.</p> <p>Experiments with mark-making/writing numbers of personal significance</p> <p>‘Share’ from a whole or a quantity of objects with friends.</p>



	<p>Combine shapes to make pictures.</p> <p>Use big and small to compare size.</p> <p>Explore 'heavy' and 'light' and 'full' and 'empty' in play.</p> <p>Explore money in play.</p>	<p>Explore 2D and 3D shapes e.g., through block play, puzzles, modelling, using some shape names and related mathematical language.</p> <p>Combine shapes to make other shapes.</p> <p>Select shapes appropriately e.g., square house with triangle roof.</p> <p>Use ordinal vocabulary 'first' 'last' in play.</p> <p>Use some positional language such as 'in' 'out' 'on' 'under' 'next to' 'behind' in play.</p> <p>Use long/short to compare length; tall/short to compare height.</p> <p>Use 'heavy'/'light' to compare mass and 'full'/'empty' to compare capacity.</p> <p>Sequence some familiar events.</p>	<p>Extend and create ABAB patterns and can spot and correct an error.</p> <p>Name some 2D shapes - circle, rectangle, triangle, square in play</p> <p>Name some 3D shapes - cube, cuboid, cylinder, cone, in play</p> <p>Understand and uses positional language 'in' 'out' 'on' 'under' 'next to' 'behind'.</p> <p>Move and rotate objects to fit the space.</p> <p>Make simple comparisons about:</p> <ul style="list-style-type: none"> length using longer, shorter, height using taller, shorter, weight using heavier, lighter capacity using more/less full/empty <p>Understand that items need to be paid for and can talk about what they would like to buy.</p>
<p>Understanding the World</p>	<p>EYFS Statutory Educational Programme. The curriculum needs to include:</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>		
	<p>Know and understand 'today' and 'yesterday' .</p> <p>Use the past tense of many common verbs - played, saw, ran – mainly accurately.</p> <p>Say who they are and who they live with</p> <p>Show an interest in occupations they know about from their own experience - doctor, shop worker.</p> <p>Show an interest in fictional characters in stories and rhymes.</p> <p>Begin to explore simple maps in play.</p>	<p>Know some days of the week.</p> <p>Use the past tense to talk about what has already happened.</p> <p>Talk about who/what is special to them e.g. nanny, dog.</p> <p>Show an interest in different occupations - firefighter, police.</p> <p>Know what a map is used for.</p> <p>Know they live in Burton.</p>	<p>Know and understand 'tomorrow'.</p> <p>Talk about a wide range of occupations - electrician, warehouse operative, hairdresser.</p> <p>Comment on people and events in books read to them/in class.</p> <p>Identify some features on a map.</p> <p>Talk about what they see in their environment - park, local shops.</p> <p>Remember and talk about significant events in their own experience .</p>

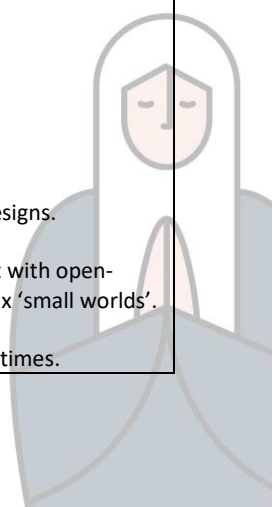


<p>Talk about what they see at school or home.</p> <p>In play, imitate everyday actions and events from own family and cultural background e.g. making and drinking tea.</p> <p>Know about special events, festivals, places of worship relevant in their own life.</p> <p>Enjoy joining in with family customs and routines.</p> <p>Use their senses to explore the natural environment and a range of materials.</p> <p>Know the names of some animals - pets, farm animals.</p> <p>Know about some key changes to nature in Autumn.</p>	<p>Explore the school grounds with interest.</p> <p>Begin to learn they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>Know about some festivals celebrated by others- Diwali, Chinese New Year</p> <p>Explore the natural environment and begin to identify some similarities and differences.</p> <p>Know some key changes to nature in Spring. Knows about the life cycle of a chick. Begin to understand changing states of matter - freezing, melting</p>	<p>Know about some places of worship.</p> <p>Explore the natural environment and identify some similarities and differences.</p> <p>Know some key changes to nature in Summer.</p> <p>Know the name of some plants - sunflower, poppy</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore floating and sinking</p>
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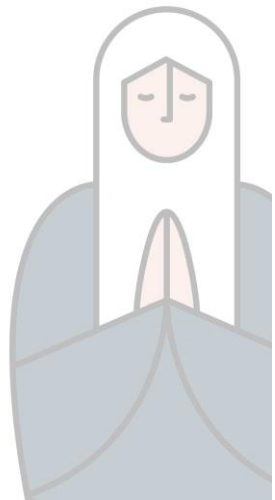
Expressive Arts and Design

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

<p>Explore pre-made paint using large brushes, blocks, sponges held in the palm of the hand to create own pieces of art.</p> <p>Distinguish between the different marks they make.</p> <p>Draw circles and lines.</p> <p>Draw from observation to create own pieces of art.</p> <p>Explore malleable materials including clay.</p> <p>Use 3D and 2D structures to explore materials and/or express ideas.</p> <p>Listen with increased attention to sounds.</p>	<p>Paint using large brushes, blocks, sponges with increasing control.</p> <p>Print on varied materials inspired by the work of other artists.</p> <p>Give meaning to their drawings and paintings. Draw enclosed spaces, giving meaning.</p> <p>Draw from observation and, supported by an adult, add in detail</p> <p>Make marks in malleable materials including clay.</p> <p>Use small world equipment and other resources to develop stories in pretend play.</p>	<p>Mix own paint – primary colours.</p> <p>Paint on large paper using thick and medium brushes.</p> <p>Print with a range of small shapes and notice where their work is similar/different to the art of others.</p> <p>Draw faces with features.</p> <p>Draw potato people (no neck or body)</p> <p>Draw from memory.</p> <p>Manipulate malleable materials, to create own designs.</p> <p>With adult support, work with others to construct with open-ended resources to make imaginative and complex 'small worlds'.</p> <p>Explore instruments from a range of cultures and times.</p>
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	<p>Enjoy listening to a wide range of music.</p> <p>Sing some familiar songs and move to music.</p> <p>Play with familiar resources in role play.</p> <p>Use simple small world resources e.g., farm, cars, dolls – sometimes working independently</p>	<p>Explore instruments, including some tuned instruments, from a range of cultures and times.</p> <p>Respond to music in their own way.</p> <p>Sing a range of songs and rhymes.</p> <p>Copy some basic actions.</p> <p>Use own experiences in role play.</p> <p>Notice what others do, mirror what is observed, adding variations and then doing it spontaneously.</p> <p>Engage in small world play related to rhymes and stories.</p>	<p>Use instruments, including music apps, to experiment with making music to express ideas.</p> <p>Name a few different instruments.</p> <p>Play an instrument to a simple beat.</p> <p>Talk about how music makes them feel.</p> <p>Sing in a group, trying to keep in time.</p> <p>Copy and use basic actions in songs.</p> <p>Share some likes and dislikes about music.</p> <p>Begin to use objects to represent something else in pretend play.</p> <p>Play alongside others who are engaged in the same theme</p>
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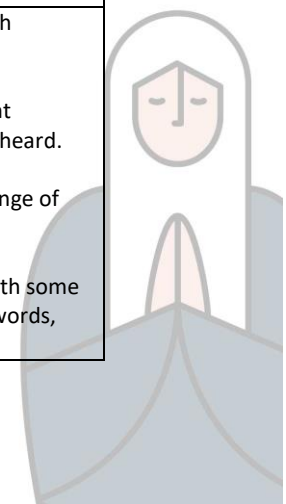




Reception

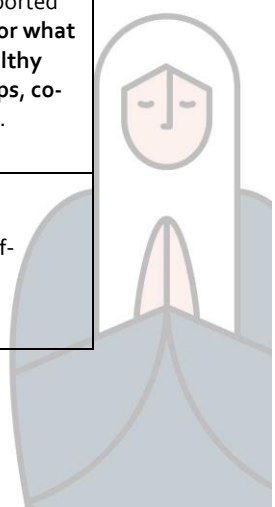
Our children are learning to...

Term	Autumn Term		Spring Term		Summer Term	
Topics	I am Amazing! Awesome Autumn	Special Celebrations. Wonderful Winter	Once Upon a Time...	The Great Outdoors Easter	Down on the Farm	Set Sail to Australia
Caritas in Action	The Dignity of the Human Person	Family and Community	Solidarity and the Common Good	Rights and Responsibilities	Option for the Poor and Vulnerable	Stewardship
Key Texts	Super Kid! In Every House on Every street The Squirrels who Squabbled Stick Man	Little Glow Lost and Found The Nativity	Jack and the Beanstalk The Three Little Pigs The Great Race	Ben Plants a Butterfly Garden Little Bear's Spring The Easter Story	Oliver's Vegetables Farmer Duck What the Ladybird Heard	The Blue Giant The Koala Who Could
RE	Creation People Who Care for Us Special Celebrations Advent		Christmas Baptism Prayer Lent Holy Week		Easter Pentecost Prayer People Who Help Us	
Communication and Language	EYFS Statutory Educational Programme. The curriculum needs to include The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems , and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
	Pay attention to more than one thing at a time. Understand more complicated language - 'first' 'last' 'might' 'maybe'. Show interest in new vocabulary, including words and phrases they may not have heard at home. Follow two-part instructions well. Listen to and talk about stories, building familiarity and understanding.	Understand how to listen carefully and know that listening is important. Know how words can describe sequences - 'first we are going to the shop, then we will play in the park'. Experiment with new and recently learnt vocabulary. Begin to follow a longer list of instructions.	Listen out for instructions while busy with something else. Ask relevant questions and make relevant comments in relation to what they have heard. Follow a longer list of instructions in a range of contexts. Re-tell short stories in the right order, with some exact repetition and some of their own words, and recently learnt vocabulary.			

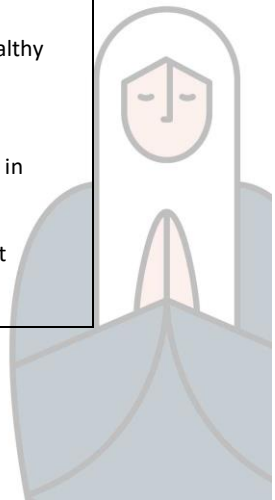


	<p>Retell deeply familiar stories, using some new vocabulary.</p> <p>Engage in non-fiction books and Storytime.</p> <p>Describe events in some detail and answer simple 'why' questions.</p> <p>Expand and use new context specific vocabulary, including from school life.</p> <p>Develop some talk with others to help organise thinking, work out problems and explain.</p> <p>Become confident in using the future tense in talk.</p> <p>Use talk to take on different roles in imaginative play.</p>	<p>Enjoy listening to stories, non-fiction, songs and rhymes.</p> <p>Make up own stories.</p> <p>Retell familiar stories using recently learnt and new vocabulary.</p> <p>Articulate thinking and answer 'when' and 'how' questions.</p> <p>Continue to learn and use new vocabulary.</p> <p>Use talk with others to help organise thinking, work out problems and explain.</p> <p>Begin to express a viewpoint and disagree.</p> <p>Connect one idea to another using a range of connectives 'or' 'because'.</p> <p>Enjoy talking with others in a range of contexts and groups.</p> <p>Use talk to interact with and negotiate with others.</p> <p>Use talk to organise their thinking.</p>	<p>Talk about some new knowledge and vocabulary from books.</p> <p>Articulate ideas and thinking in well-formed sentences.</p> <p>Ask questions to find out and check understanding.</p> <p>Continue to learn and use more words asking what new words mean.</p> <p>Express a point of view, using words and actions.</p> <p>Engage in sustained conversations with others.</p> <p>Use the future and past tense, mostly consistently.</p> <p>Enjoy talking with others and join in with group conversations and games.</p> <p>Use talk to interact and negotiate as part of extended conversations.</p> <p>Use talk to help work out problems</p>
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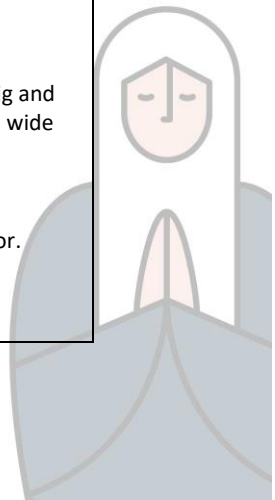
<p>Personal, Social and Emotional Development</p>	<p>EYFS Statutory Educational Programme. The curriculum needs to include Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>		
	<p>Identify a wide range of emotions –cross, worried, calm etc.</p> <p>Say what has made them feel a certain way.</p>	<p>Talk about what helps them feel happy/calm/relaxed, when they feel sad/angry/worried.</p> <p>Manages their feelings and tolerate situations when their wishes cannot be met.</p>	<p>Understand their own feelings.</p> <p>Identify some ways to distract self and self-regulate, with some adult support.</p>



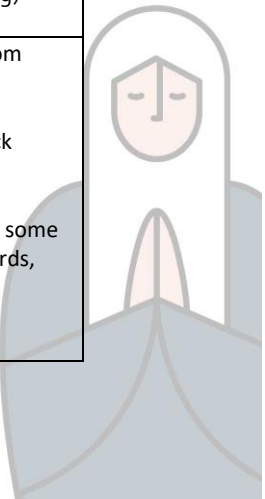
	<p>Identify when something makes them uncomfortable and begin to communicate this.</p> <p>Take part in adult led practical challenges in a small group and in large groups for a short period of time.</p> <p>Begin to recognise when and how they need to respond to a friend, showing sensitivity when needed.</p> <p>Explain what they are good at and what they need to get better at.</p> <p>Pay attention to more than one thing at a time.</p> <p>Be confident in selecting from a wide range of activities and resources, usually independently.</p> <p>Be willing to try new challenges.</p> <p>Be aware of, and follow, rules, and know why rules need to be followed.</p> <p>Talk about personal needs and wants with an adult and be able to attend own toileting and handwashing needs.</p> <p>Know the order clothes need to be put on.</p> <p>Express likes and dislikes in food</p> <p>Begin to understand that some foods are less healthy than others, but can be eaten in moderation.</p> <p>Resolve conflicts by themselves where possible, returning to the secure base of a familiar adult for support in difficult situations.</p> <p>Understand they may need to wait their turn and can anticipate this, including in group time.</p>	<p>Give focused attention in adult led group challenges which involve some recording of learning, sometimes asking for help as needed.</p> <p>Recognise when and how they need to respond to a friend, showing sensitivity when needed.</p> <p>Pay attention to more than one thing at a time.</p> <p>Develop resilience, trying to do something difficult which they want to achieve .</p> <p>Talk about personal needs and wants with an adult and is able to attend own toileting and handwashing needs.</p> <p>Have some understanding of how to dress for the weather e.g., gloves in winter, no jumper in summer.</p> <p>Eat a range of food and understand the need for variety in food.</p> <p>Understand that some foods are less healthy than others but can be eaten in moderation.</p> <p>Solve problems co-operatively, resolving most conflicts themselves.</p> <p>Develop some ways of being assertive.</p> <p>Develop skills of negotiation and compromise, with some support.</p> <p>Watch the person who is speaking and knows when it is their turn to speak.</p> <p>Show sensitivity to the needs of others and is increasingly flexible and co-operative.</p>	<p>Set own boundaries and respect the boundaries of others.</p> <p>Be able to give focused attention in adult led sessions.</p> <p>Understand others' feelings, offering empathy and comfort.</p> <p>Have a positive sense of self and see themselves as a valuable individual.</p> <p>Listen out for instructions whilst busy and respond appropriately.</p> <p>Know what they need to carry out their intended activity.</p> <p>Say what they are getting better at, describing themselves in positive but realistic terms.</p> <p>Show persistence, perseverance and resilience in the face of challenge.</p> <p>Wait for what they want.</p> <p>Be aware of behavioural expectations and sensitive to ideas of justice and fairness.</p> <p>Accept having to wait a short time for needs to be met.</p> <p>Dress independently</p> <p>Understand the importance of making healthy food choice in their diet.</p> <p>Use what they have learnt about social interactions from close adults, in play and in relationships with others.</p> <p>Determine when a situation requires adult intervention.</p>
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			<p>Take turns with others in conversation in a range of contexts.</p> <p>Show sensitivity to the needs of others, beyond own friendship group.</p>
<p>Physical Development</p>	<p>EYFS Statutory Educational Programme. The curriculum needs to include:</p> <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>		
	<p>Catch a large ball from further away.</p> <p>Throw large balls, frisbees, quoits.</p> <p>Walk, run, slide, spin, crawl, climb, push, pull, rock, roll with competence and safety, and a sense of space.</p> <p>Make movements that cross midline of body.</p> <p>Explore body movements using climbing and balancing apparatus.</p> <p>Balances on a bench/ plank (wide enough for feet to be together)</p> <p>Walk with quoit balanced on head/hand.</p> <p>Ride a 2-wheel scooter, pushing and resting foot on the board.</p> <p>Play chasing games with friends.</p> <p>Use smaller objects and implements in play with increasing accuracy and for the intended purpose.</p> <p>Move in and out of spaces safely during play by changing direction or speed.</p>	<p>Catch smaller items from further away.</p> <p>Throw a ball at a target.</p> <p>Join different body movements together e.g., a run and a jump</p> <p>Hop.</p> <p>Explore different types of movement e.g., big and small, high and low, up to and away from.</p> <p>Begin to pull self-up when using climbing equipment. Climb going up forwards and down backwards.</p> <p>Negotiate obstacles whilst balancing quoit on head/ hand.</p> <p>Walk along a narrow plank/bench, one foot in front of the other.</p> <p>Use a range of small tools e.g., pens, pencils scissors, paint brushes and cutlery, with confidence.</p> <p>Use a tripod grip with greater frequency.</p>	<p>Catch a range of items from a distance.</p> <p>Throw a ball at a target with accuracy.</p> <p>Demonstrate overall body strength, co-ordination, balance, and agility to move in a range of ways.</p> <p>Jump and land safely from a height the same as self.</p> <p>Teddy roll.</p> <p>Pull self-up using arms.</p> <p>Use balancing and climbing apparatus to move under, over, through and around,</p> <p>Skip confidently.</p> <p>Join different types of body movement: big and small, high and low, up to and away from, wide and narrow.</p> <p>Use core muscle strength to achieve good posture when sitting at a table/on the floor.</p>

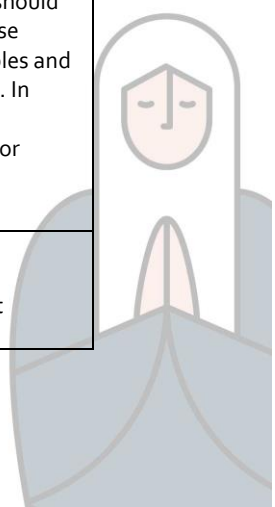


	<p>Understand position of body parts in relation to each other and how much force is required for different tasks.</p> <p>Tap or clap to simple repeated rhythms.</p> <p>Move strongly or lightly.</p> <p>Attempt to join a range of different movements together.</p>	<p>Move in different directions and get on and off, in and out of obstacles safely.</p> <p>Experiment with different types of body movement: Big and Small, High and Low, both inside and outside.</p> <p>Collaborate with others to manage large items - moving a long plank safely.</p> <p>Play, clap and step to a steady beat in songs and nursery rhymes in fast and slow tempos.</p> <p>Create a short movement phrase which demonstrates own ideas.</p>	<p>Use a range of small tools - pens, pencils, scissors, paint brushes and cutlery with the correct grip.</p> <p>Show a preference for a dominant hand.</p> <p>Handle tools, objects, construction, and malleable materials safely and with increasing control and intention.</p> <p>Move in different directions, forwards and backwards, up & down & from side to side.</p> <p>Move along and across planks, benches, and beams.</p> <p>Throw or kick in a straight line at a target.</p> <p>Change the style of movement in response to what is heard.</p> <p>Move with ease and fluency.</p> <p>Explore beat through using movement, body percussion and instruments.</p> <p>Begin to express feelings in response to music</p>
<p>Literacy</p>	<p>EYFS Statutory Educational Programme. The curriculum needs to include:</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>		
	<p>Enjoy a range of print and digital fiction and non-fiction books,</p> <p>Share books, rhymes, and songs, answering simple 'why' questions.</p> <p>Retell deeply familiar stories, using some new vocabulary.</p> <p>Suggest how a story might end.</p>	<p>Share books, rhymes, and songs with others, answering questions about 'when' and 'how'.</p> <p>Describe main story settings, events, and characters in some detail.</p> <p>Retell familiar stories using new vocabulary.</p> <p>Use vocabulary found in texts, exploring the meaning.</p>	<p>Know that information can be retrieved from books and technology.</p> <p>Ask questions to find out more and to check understanding about what has been read.</p> <p>Re-tell short stories in the right order, with some exact repetition and some of their own words, and using new vocabulary.</p>

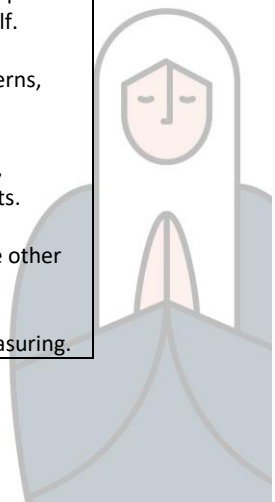


	<p>Use vocabulary from books, in other contexts such as role play.</p> <p>To talk about the job of an author and an illustrator.</p> <p>Read aloud from simple graded books applying their current knowledge of phonics and common exception words.</p> <p>Know that phonemes are represented by graphemes.</p> <p>Articulate ideas.</p> <p>Begin to write CVC words independently.</p> <p>Form some lower- and upper-case letters, mostly correctly.</p> <p>Re-read what they have written, with adult support.</p> <p>Write own name with some accuracy.</p>	<p>Explain the difference between fiction and non-fiction books.</p> <p>Re-read books deepening understanding.</p> <p>Read aloud from graded books applying their current knowledge of phonics and common exception words.</p> <p>Read with emerging fluency.</p> <p>Articulate ideas structuring them in speech, before writing, with some adult support.</p> <p>Write simple phrases and captions using phonic knowledge and some common exception words.</p> <p>Form lower case and capital letters, mostly correctly.</p> <p>Re-read what they have written, to check it makes sense, with some adult support.</p> <p>Write name, mainly correctly.</p>	<p>Talk about the new knowledge and vocabulary learnt from books.</p> <p>Use a range of new vocabulary from books in a range of contexts, including role play.</p> <p>Find the blurb and explain what its purpose is.</p> <p>Re-read books deepening understanding.</p> <p>Read aloud simple sentences from graded books applying their current knowledge of phonics and common exception words, developing fluency.</p> <p>Enjoy creating texts to communicate meaning for an increasingly wide range of purposes.</p> <p>Articulate ideas structuring them in speech before writing.</p> <p>Write simple phrases and sentences using phonic knowledge and learnt common exception words, using capital letters and full stops in the right place.</p> <p>Forms lower case and capital letters correctly.</p> <p>Re-read what they have written to check it makes sense and, with support, make simple changes.</p> <p>Write name correctly.</p>
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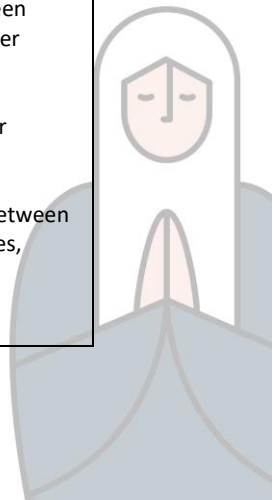
<p>Mathematical Development</p>	<p>EYFS Statutory Educational Programme. The curriculum needs to include:</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults</p>		
	<p>Identify different representations of the numbers 1-5, matching the number name to the numeral and quantity.</p>	<p>Identify different representations of the number 6-10, matching the number name to the numeral and quantity.</p>	<p>Identify numbers to 20 (and beyond).</p> <p>Recite numbers beyond 20, from different starting points, in the right order.</p>



	<p>Identify zero as one less than 1 and uses the name numeral 0 .</p> <p>Count up to 5 in different arrangements – touching each object.</p> <p>Count on and back to 5.</p> <p>Count up to 5 things that can't be seen such as sounds, actions, words.</p> <p>Say how many there are after counting, knowing that the last number in the count is the total number in a group.</p> <p>Understand that each number we count on is one more and each we count back is one less.</p> <p>Subitise up to three in standard and non-standard ways.</p> <p>Compare the amount of objects in a group.</p> <p>Understand the composition of numbers 2,3,4,5. Understand that addition is the combining of sets of objects.</p> <p>Understand how to share a whole in equal parts.</p> <p>Continue, copy and re-create repeated patterns, using shapes and numbers (ABB).</p> <p>Explore which shapes roll and which slide and explain why using the vocabulary 'curved' and 'flat'.</p> <p>Recognise and describe 3D shapes: cube, cuboid, cylinder, cone, sphere.</p> <p>Recognise and describe 2D shapes: circle, square, rectangle, triangle.</p> <p>Begin to use positional vocabulary 'in between' 'over' 'above' 'beneath' 'beside'.</p>	<p>Recite numbers to 20 in the right order, from different starting points.</p> <p>Count up to 10 applying the counting principles.</p> <p>Count out a smaller number from a larger group.</p> <p>Say, with some accuracy, how many there might be, before counting (sets up to 10).</p> <p>Sometimes recognise amounts that have been rearranged and begin to know if nothing has been added or taken away, then the amount is the same.</p> <p>Subitise to 5.</p> <p>Use known subitising groups to help subitise to 10 e.g. 4 and 4 for 8.</p> <p>Compare quantities of objects of different sizes - 'more than', 'less than', 'fewer' and 'the same as' 'equal' (up to 10 objects).</p> <p>Find 1 more and 1 less from a given number.</p> <p>Partition sets of up to 10 into two groups, and recombine to make the same total.</p> <p>Understand that subtraction is removing objects.</p> <p>Use mark-making to effectively show 0-10.</p> <p>Understand how to share a whole or a quantity of objects into equal parts.</p> <p>Continue, copy and re-create repeated patterns using shapes and numbers (ABBC).</p> <p>Talk about some patterns of numbers within 10.</p> <p>Recognise that the faces on a 3D shape often comprise of 2D shapes.</p>	<p>Count on and back beyond 10 noticing 1-9 repeating patterns.</p> <p>Count on and back from different starting points.</p> <p>Count, including crossing boundaries 19/20 and 29/30.</p> <p>Count things that cannot be moved.</p> <p>Recognise amounts that have been rearranged and that, if nothing has been added or taken away, then the amount is the same.</p> <p>Quickly recognise amounts up to 5 when they are not in the 'regular' arrangement.</p> <p>Compare quantities of up to 10 objects arranged in different ways.</p> <p>Explain the '1 more than/ 1 less than' relationship between numbers within 10.</p> <p>Partition sets up to 10 into two groups, recognising the whole number can be recombined as pairs of numbers to make the same total.</p> <p>Recall most number bonds to 10, including all double facts.</p> <p>Understand halving is sharing into 2 equal parts and doubling is adding the number to itself.</p> <p>Continue, copy and create repeating patterns, spotting errors.</p> <p>Talk about patterns of numbers within 10, including odds and evens and number facts.</p> <p>Recognise which shapes combine to make other shapes.</p> <p>Use a range of non-standard units for measuring.</p>
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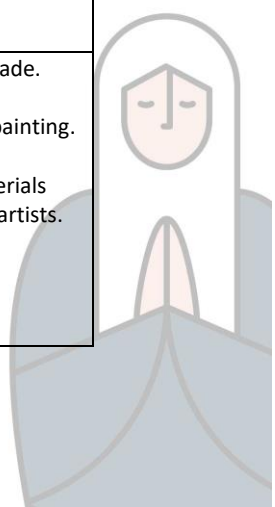


	<p>Order three items by length and weight using non-standard measures, correctly using</p> <ul style="list-style-type: none"> • longest, shortest, • heaviest, lightest <p>Know about the different ways we can pay for things.</p>	<p>Use positional vocabulary 'in between' 'over' 'above' 'beneath' 'beside'.</p> <p>Use ordinal numbers to describe position in a line.</p> <p>Order three items by height and capacity using.</p> <ul style="list-style-type: none"> • tallest, shortest • full, empty, half full/empty <p>Order and sequence events using everyday language related to time.</p> <p>Recognise that there are different coins and notes.</p>	<p>Measure time with timers.</p> <p>Can pay for items using 1p, 5p, 10p and £1 coins.</p>
<p>Understanding the World</p>	<p>EYFS Statutory Educational Programme. The curriculum needs to include:</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>		
	<p>Talk about sequences relevant to them - school day; getting ready for bed</p> <p>Know 'then' and 'now' as concepts.</p> <p>Begin to draw on own experiences to compare what they can find out about the past with today, including from books.</p> <p>Sequence family members, explaining who they are (baby, toddler, child, adult).</p> <p>Identify the role of the emergency services in society and know how to call for help.</p> <p>Begin to compare and contrast settings, events or characters from the past, that they have met in books.</p> <p>Identify a range of features on a map.</p>	<p>Know the days of the week and their order.</p> <p>Draw on own experiences to compare with what they can find out about the past, including from books</p> <p>Explain the key differences in what family members of different ages can and can't do.</p> <p>Describe some family memories.</p> <p>Identify similarities and differences in jobs – scientist, farmer, chef.</p> <p>Compare and contrast settings, events or characters from the past, that they have met in books.</p> <p>Use a map to find features in 'real life'.</p>	<p>Know the seasons of the year.</p> <p>Know things they can do now that they could not do when they started school.</p> <p>Know some similarities and differences between the past and now, drawing on their experiences and books they have shared.</p> <p>Identify similarities and differences between where they live and homes/schools in other countries – Australia</p> <p>Explain how life may be different for other children living elsewhere – Australia</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p>



	<p>Talk about what they see in the school grounds and local area.</p> <p>Know they live in Burton which is in England.</p> <p>Know some of the things that makes them unique and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Say what might happen on some special days e.g. Christmas, Diwali, Bonfire night.</p> <p>Observe some features in the natural world in a contrasting environment from where they live- Antarctica</p> <p>Name some places of worship.</p> <p>Observe some features in the natural world and draws what is seen - flowers, trees; giant snails.</p> <p>Know and talk about some key changes to nature in autumn.</p> <p>Observe and interact with natural processes -a magnet attracting an object.</p>	<p>Talks about events in their own life and in the lives of family members.</p> <p>Join in with celebrations and recall what happened last time on that day.</p> <p>Know and can talk about some key changes to nature in Winter and Spring.</p> <p>Can talk the life cycle of a butterfly and frog.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Observe the natural process of light casting a shadow.</p> <p>Say what plants and animals need to survive.</p>	<p>Articulate what others celebrate and understand that some special days repeat annually.</p> <p>Know why religious venues are special and who goes there.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants – farm visit.</p> <p>Know and can talk about some key changes to nature in summer.</p> <p>Understand the effect of changing seasons on the natural world.</p> <p>Talk about changing states of matter</p> <p>Develop some understanding of the effect their behaviour can have on the environment – recycling.</p>
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<p>Expressive Arts and Design</p>	<p>EYFS Statutory Educational Programme. The curriculum needs to include: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>		
	<p>Mix primary colours to make secondary colours and use in own work.</p> <p>Use thin paintbrushes to add details to work.</p> <p>Engage in large scale collaborative art using paint, sharing ideas with peers.</p> <p>Show some emotions in drawings of people e.g., happy, sad</p>	<p>Know how to use white or black paint to add tint or shade and use in own work.</p> <p>Use tripod grip to hold brushes, charcoal, pastels etc.</p> <p>Create own artwork using printing and a range of media and materials.</p>	<p>Colour match close to a specific colour/shade.</p> <p>Select tools and materials to use in their painting.</p> <p>Engage in collaborative art, choosing materials and media, inspired by the work of other artists.</p> <p>Edit and improve work.</p>



	<p>Draw from the imagination.</p> <p>Name and explore a wide range of instruments eg chime bars, xylophones</p> <p>Understand different emotions through music.</p> <p>Sing in a group, matching pitch and following the melody.</p> <p>Learn short routines, beginning to match pace.</p> <p>Begin to replicate dances and performances.</p> <p>Use first hand experiences and learnt stories to develop storylines in role play.</p> <p>Enhance small world play with a range of props which can be used flexibly and which encourage imagination.</p>	<p>Draw simple people of an appropriate size for what they are drawing.</p> <p>Begin to self-correct any mistakes.</p> <p>Draw houses and simple landscapes.</p> <p>Work with others to create collaborative ideas, design and make something they give meaning to.</p> <p>With some support, negotiate with others to build models which replicate those in real life.</p> <p>Change the tempo and dynamics whilst playing.</p> <p>Begin to create own music with others, sharing ideas and developing skills together.</p> <p>Move differently to different sounds e.g. march to a drum, creep to a maraca.</p> <p>Use own experiences and learnt stories to develop storylines.</p> <p>Work with others to enhance small world play with a range of props used flexibly and with imagination.</p>	<p>Draw a self-portrait with detail (bodies with 'sausage' limbs and additional features)</p> <p>Draw landscapes, buildings, and animals with some details.</p> <p>Express opinion about music they have heard.</p> <p>Sing by themselves, following melody.</p> <p>Choreograph own dance moves, sharing ideas and developing skills with peers.</p> <p>Work with others to engage in and develop creative role play and small world play, which sometimes develops over time.</p>
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