# Ashbourne Primary School
# Skills and Knowledge Progression in EYFS
# 2026-2027

## Curriculum Intent

At Ashbourne Primary School, we offer an exciting EYFS curriculum to help the children develop a real lifelong love of learning, ready to prepare them for their school journey. Every child at our school is an exceptional individual and we ensure that we provide all children with the best start to their education that enables them to fulfill their full potential and achieve future success regardless of their various starting points and backgrounds.

Our curriculum and classroom is designed to promote and encourage all children to be confident, inquisitive, independent and most importantly, happy learners. Our happy and positive staff members spend time ensuring that all children are happy and full of smiles within our classroom too. Our curriculum is also ambitious, challenging and promotes awe and wonder through a range of memorable and varied experiences, which allow the children's creativity and curiosity to flourish. The children in Reception love our 'Terrific Tuesday' investigations and they look forward to discussing what they can see in our 'Curiosity Cube' each week. Our curriculum also provides the children with the skills and knowledge to succeed in an ever-changing world.

We ensure that all children's individual needs are met through careful planning and assessment, identifying and addressing any issues and implementing early intervention or additional support if required.

We work hard to provide a stimulating, well-structured, safe and active learning environment, both indoors and outdoors, that provides exciting opportunities, promotes challenge, exploration and adventure. Our environments support to develop our children into children who love school and who love to learn.

We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Our EYFS children will be moving into Year One as confident and independent learners, with the skills and knowledge for a smooth transition, ready for the next part of their school journey.

## Curriculum Implementation

At Ashbourne Primary School, we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating an exciting 'language rich' environment through the use of songs, nursery rhymes, poems, stories and providing time for quality interactions between adults and between peers. Each week, the children look forward to learning a new 'poem of the week' and a new nursery rhyme to perform. The parents also look forward to our Poetry and Nursery Rhyme performance where we showcase these, alongside videos posted on our Class Dojo. The children in EYFS also develop a love of stories and we share at least two stories throughout each day. These stories are shared with enjoyment, passion and enthusiasm and the children always look forward to voting for their end of the day story that we will read. Our experienced staff within EYFS ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. Children enjoy a daily phonics lesson and each week, videos are sent home to help the parents consolidate the children's phonics learning.

We have built our school environment to enable our children to strengthen their core muscles through physical play. Children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, climbing area and taking part in additional outdoor learning sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.
The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts which are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.
We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents enjoy using Class Dojo to engage in their child's learning and we encourage parents to share their wow moments at home too.
As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

## Curriculum Impact

With the successful implementation of both an enriched, rounded and balanced curriculum and a well-structured, safe, active and challenging learning environment, both indoors and outdoors, children are able to develop the skills, knowledge and understanding that enable them to be successful learners.
Children are actively engaged in their learning and their enjoyment of this learning will be apparent to all with their big smiles and positivity. All children have experienced a curriculum that provides, exciting and enriching learning experiences and opportunities for children to learn through educational visits and hands on experiences. Children more fully appreciate and understand the world around them, experiencing and learning about different cultures, music, dance, art and history. Children actively ask questions about the world around them and their learning experiences and they will never fear making a mistake but instead see this as an opportunity to learn. Children are able to make links with their learning develop their skills as they are able to use and apply skills learnt within their learning across the curriculum. Children are also skillful at solving problems and they have effectively developed their personal levels of resilience and independent learning skills.
Children become successful and independent learners and fully prepared for the next stage of their education as they transition from Foundation Stage to Year One. Children at the end of Foundation stage progress to Year One with high good levels of development and they have also developed essential knowledge and skills required for everyday life and lifelong learning Children at Ashbourne Primary are well rounded, happy, inquisitive and successful learners who show confidence and independence.

## Communication and Language – Prime Area

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a

range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Nursery Skills | To sing rhymes and look at picture books.<br><br>To talk about the different characters and what they are doing.<br><br>To talk about themselves and their families.<br><br>To develop communication that can be understood by others. | To talk about celebrations at home.<br><br>To listen to stories on celebrations such as Diwali, Christmas, etc and to talk about them and why they are celebrated.<br><br>To listen to, and follow simple instructions. | To learn and talk about modes of transportation.<br><br>To begin to use a wide range of vocabulary in the correct context.<br><br>To talk in short sentences that others can understand.<br><br>To listen to, and follow simple instructions and respond to questions appropriately. | To listen to different stories and retain key vocabulary.<br><br>To be able to talk about the setting, characters and the structure of the story.<br><br>To listen to, and follow simple instructions and respond to questions appropriately.<br><br>To talk in short sentences that others can understand. | To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.<br><br>To be able to answer questions and share opinions using the relevant vocabulary.<br><br>To be able to talk about the setting, characters and the structure of the story. | To listen to traditional stories and retain key vocabulary.<br><br>To be able to answer questions and share opinions using the relevant vocabulary.<br><br>To be able to talk about the setting, characters and the structure of the story with confidence. |
| Nursery Knowledge | To know that stories have different character which could be real and pretend.<br><br>To know to sing words clearly so that they are audible.<br><br>To know that it is OK to talk to others about wants and needs. | To know that stories have a beginning, middle and an end.<br><br>To be able to understand simple instructions. | To be able to differentiate and categorise objects based on their properties.<br><br>To remember new words I am learning when talking to others.<br><br>To be able to understand simple instructions, questions and commands. | To know that stories have a beginning, middle and an end.<br><br>To be able to answer questions related to the story.<br><br>To be able to understand simple instructions, questions and commands. | To know that stories have a beginning, middle and an end.<br><br>To be able to answer questions related to the story.<br><br>To be able to use vocabulary learnt to have a conversation with others. | To be able to independently sequence familiar rhymes and to be able to say what happens next in a story.<br><br>To use the words they know appropriately to organise themselves and their play. |
| Reception Skills | To talk about themselves and others.<br>To sing songs.<br><br>To speak about a range of texts. | To compare different festivals.<br><br>To make comments about their observations. | To describe features of traditional stories.<br><br>To talk about the role of healthy food and exercise in staying healthy. | To describe familiar texts with detail and using full sentences.<br><br>To being to ask questions about familiar aspects of their environment and their learning. | To label and sort living things.<br><br>To describe habitats. | To be able to order a range of life cycles.<br><br>To be able to give facts about a specified subject. |
| Reception Knowledge | To know about others.<br><br>To know familiar songs.<br><br>To describe different story and non-fiction texts. | To know about different festivals.<br><br>To be able to talk about how different people help us.<br><br>To begin to talk about why things happen using new vocabulary learnt. | To know different traditional stories.<br><br>To know a range of healthy food and exercise.<br><br>Express their ideas and feelings about their experiences. | To know different features of texts.<br><br>To talk confidently about why things happen using new vocabulary learnt.<br><br>To engage in meaningful conversations with others. | To name and sort a range of living things.<br><br>To be able to talk about different habitats.<br><br>To engage in meaningful conversations with others. | To know different life cycles.<br><br>To know a range of facts.<br><br>To engage in meaningful conversations with others. |

| | |
|---|---|
| ELG | **Listening and Understanding.**<br>*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.<br>*Make comments about what they have heard and ask questions to clarify their understanding.<br>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.<br><br>**Speaking.**<br>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.<br>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |

# Personal, Social and Emotional Development – Prime Area

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

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Nursery Skills | To separate from main carer and learn to adapt to the Nursery environment. | To learn about daily routines and classroom rules.<br><br>To be aware of behavioural expectations in the Nursery. | To learn how to share resources and play in a group.<br><br>To learn to look after resources within the class. | To show independence in accessing and exploring the environment.<br><br>To independently put on coats and use the toilet. | To be able to initiate play with peers and keep play going by giving ideas.<br><br>To become more outgoing with unfamiliar people. | To gain enough confidence to talk to adults and peers.<br><br>To begin to be assertive towards others where necessary. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | To select and use activities and resources, with some support if needed.<br><br>To wash hands after using the toilet. | To select and use activities and resources, with some support if needed.<br><br>To show an awareness of the importance of oral health. | To listen to, and follow rules set.<br><br>To take turns whilst playing and waiting patiently to have a go. | To listen to, and follow rules set.<br><br>To learn to look after resources within the class. | To show more confidence in new social situations.<br><br>To begin to find solutions to conflicts.<br><br>To show an awareness of how others may be feeling. | |
| Nursery Knowledge | To know that they can approach adults in Nursery when needed.<br><br>To know how to use the toilet independently | To know how to adapt behaviour to suit classroom routines.<br><br>To show confidence in asking adults for support.<br><br>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies. | To know how to manage their emotions in different situations.<br><br>To know that there are boundaries set.<br><br>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.<br><br>To know that we must respect our resources and out them back when we have finished with them.<br><br>To know that when playing in a group they need to share and also know that they will get a turn. | To be aware of the different areas in the Nursery and how to explore them safely.<br><br>To approach an adult if they need support. | To know that to play nicely it's important to share and take turns.<br><br>To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.<br><br>To know that it is OK to engage with others, even if in a different environment.<br><br>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. | To know how to talk politely and develop an understanding of what is appropriate.<br><br>To know that it is OK to challenge others, but they must remember to always be kind.<br><br>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. |
| Reception Skills | To describe a friend.<br><br>To know and demonstrate friendly behaviour.<br><br>To understand how to be a good friend.<br><br>To learn to join in with whole group activities.<br><br>To choose an activity independently. | To share thoughts and feelings<br><br>To take turns and share<br><br>To understand how to wash our hands and oral hygiene | To learn right from wrong.<br><br>To understand how to make the right choices and the consequences of not making the right ones. | To understand that people need help.<br><br>To identify ways of being helpful to others and how this will make them feel. | To talk about our goals for the future<br><br>To select and use resources independently | To learn about the different family structures. |

| | | | | | | |
|---|---|---|---|---|---|---|
| Reception Knowledge | To describe and show friendly behaviour.<br><br>To begin taking turns with their friends. | To know and talk about the different feelings<br><br>To take turns and share with their friends.<br><br>To know how and why we wash our hands and brush our teeth | To be able to talk about why a character has made a poor choice and what the consequences are.<br><br>To be able to talk about how the character could have made a better choice. | To talk about the effect my behaviour has on others. | To be able to talk about or goals and how we might get there<br><br>To know how to select resources and what they are used for | To be able to talk about the relationships they have at home with their family and friends. |
| ELG | **Self-Regulation**<br>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br>*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.<br><br>**Managing Self**<br>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.<br>*Explain the reasons for rules, know right from wrong and try to behave accordingly.<br>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices<br><br>**Building Relationships**<br>*Work and play cooperatively and take turns with others.<br>*Form positive attachments to adults and friendships with peers.<br>*Show sensitivity to their own and to others' needs | | | | | |

# Physical Development – Prime Area

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| Nursery Skills | To take care of toileting needs independently.<br><br>To begin to show a preference for a dominant hand when mark making<br><br>To climb apparatus safely.<br><br>To begin to show awareness of moving equipment safely with peers. | To independently put on their coats, with some support for the zipper and buttons.<br><br>To copy dance moves and to move to different kinds of rhythms.<br><br>To use mark making resources with increasing independence. | To explore different fine motor activities, e.g. threading, cutting, tools, holding a pencil, mark making, etc<br><br>To mark make in sensory trays and also copy different patterns.<br><br>To mark make using a comfortable grip<br><br>To move in different ways, e.g. climbing, running, jumping<br><br>To hold jugs and containers confidently and pour from one container into another. | **To develop an increasingly comfortable and effective pencil grip**<br><br>To begin to form numbers and familiar letters, e.g. letters in their name.<br><br>To look at books independently whilst turning pages one at a time.<br><br>Using balancing apparatus.<br><br>To mark make using a comfortable grip when using pencils and pens. | **To develop an increasingly comfortable and effective pencil grip**<br><br>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.<br><br>To run skilfully and be able to negotiate space.<br><br>To mark make using a comfortable grip when using pencils and pens. | **To develop an increasingly comfortable and effective pencil grip**<br><br>To independently write their name.<br><br>To confidently use scissors and other tools safely.<br><br>To mark make using a comfortable grip when using pencils and pens. |
| Nursery Knowledge | To know about personal hygiene and the importance of being clean and tidy.<br><br>To know that washing hands is important after using the toilet and before we eat.<br><br>To know that books in English should be read from left to right and one page at a time.<br><br>To use alternate feet when climbing apparatus.<br><br>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers. | To show confidence in dressing up and self-care activities.<br><br>To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.<br><br>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint. | To know what the different tools in the Nursery are and how to use them safely, e<br><br>To know that they need to use tools with a dominant hand.<br><br>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them<br><br>To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely.<br><br>To show independence in self help skills such as toileting and dressing. | To know that the pencil needs to be held comfortably and with one hand to form letters and numbers.<br><br>To know how to use one handed tools effectively.<br><br>To be able to follow a simple sequence of movements to music and rhythm. | To know the correct ways of forming letters.<br><br>To know that snips should be made on the line and the pattern should be followed.<br><br>To know how to feed paper/materials through hand when cutting around objects.<br><br>To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness. | To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly.<br>To successfully take part in group games with support from an adult.<br><br>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc. |
| Reception Skills | To use a dominant hand.<br><br>To begin to form recognisable letters some | To use a dominant hand.<br><br>To begin to use anticlockwise movement and retrace vertical lines. | To show good practice with regard to exercise, eating, sleeping and hygiene. | To handle tools, objects, construction and malleable materials safely and with increasing control. | To use a pencil effectively to form recognisable letters, most of which are formed correctly. | To show good control and co-ordination in large and small movements. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | of which are formed mostly correctly.<br><br>To use climbing equipment safely and competently. | To use climbing equipment safely and competently.<br><br>To negotiate space effectively. | To be able to balance and coordinate safely.<br><br>To negotiate space effectively. | To negotiate space effectively. | To show good control and co-ordination in large and small movements. | |
| Reception Knowledge | To know which hand to write with.<br><br>To know how to use the climbing frame safely.<br><br>To know how to use scissors effectively. | To know how to make anticlockwise movement and retrace vertical lines.<br><br>To know how to use the climbing frame safely.<br><br>To know how to use scissors effectively. | To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health.<br><br>To know how to use scissors effectively. | To know why it is important to handle different apparatus safely.<br><br>To know how to use scissors effectively. | To know how to form letters correctly.<br><br>To know how to use scissors effectively. | To know how to handle a range of equipment and tools effectively.<br><br>To know how to use scissors effectively. |
| ELG | **Gross Motor Skills**<br>*Negotiate space and obstacles safely, with consideration for themselves and others<br>*Demonstrate strength, balance and coordination when playing.<br>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.<br>**Fine Motor Skills**<br>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.<br>*Use a range of small tools, including scissors, paint brushes and cutlery.<br>*Begin to show accuracy and care when drawing. | | | | | |

# Literacy – Specific Area

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Nursery Skills | To be able to mark make and identify their marks.<br><br>To recognise familiar logos and labels within the environment. | To find and identify familiar letters, e.g. letters in their names.<br><br>To talk about and retell a range of familiar stories. | To begin to attempt writing familiar letters, e.g letters in their name.<br><br>Adults will consistently model correct formation. | To be able to mark make and give meaning to their marks.<br><br>To identify the pictures linked to initial sounds sound. | To identify the pictures linked to sounds.<br><br>Children will begin to identify some sounds during oral blending games. | Lots of focussing on oral blending.<br><br>Children are able to identify initial sounds and blend familiar CVC words. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | To begin to explore initial sounds in familiar words. | To find and identify familiar letters, e.g. letters in their names.<br><br>To talk about and retell a range of familiar stories. | To begin to form some letters correctly, e.g. letters in their name. | To begin to make predictions about a story, sometimes supported by an adult with vocabulary. | Make predictions about a story using the relevant vocabulary with independence.<br><br>To mark make for a purpose and be able to talk about the marks. |
| Nursery Knowledge | To know that text can be used as a form of identification.<br><br>To know that text has a meaning.<br><br>To know that text is read from left to right and top to bottom in English.<br><br>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages<br><br>To learn a range of Nursery Rhymes. | To know that letters are used to make up words.<br><br>To know that each letter makes a sound – focussing on sounds in their names.<br><br>To learn that stories have a sequence; beginning, middle and end.<br><br>To know that text is read from left to right and top to bottom in English.<br><br>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages<br><br>To begin to acknowledge initial sounds and their relevance in the environment | To know that each letter makes a sound – focussing on sounds in their names.<br><br>To join in with repetition within stories and rhymes.<br><br>To be able to talk about different parts of the story. | To be able to talk about their marks with confidence.<br><br>To talk about the sounds they have identified from the pictures<br><br>To join in with repetition within stories.<br><br>To be able to talk about different parts of the story. | To know that blending sounds makes words.<br><br>To identify the pictures with corresponding sounds<br><br>To join in with repetition within stories.<br><br>To be able to talk about different parts of the story. | To identify CVC words orally.<br><br>To be able to segment sounds in CVC words orally<br><br>To know that letters make sounds.<br><br>To join in with repetition within stories.<br><br>To engage in extended conversations about stories. |
| Reception Skills | Listening to and identifying sounds in the environments.<br><br>Listening to and hearing initial sounds in familiar words.<br><br>To begin to identify sounds on a sound mat.<br><br>Listens to familiar stories and able to recall some facts. | Listening to and hearing sounds in CVC words.<br><br>To identify sounds on a sound mat and to use this when writing.<br><br>Listens to familiar stories and able to recall facts. | To think of and write a short, simple caption.<br><br>Listening to and hearing sounds in CVC and CVCC words.<br><br>Identifying sounds on a sound mat.<br><br>Listens to stories and is beginning to anticipate what may happen next. | To think of and write a short caption.<br><br>Listening to and hearing sounds in CVC and CVCC words.<br><br>Identifying sounds, including phonemes and other digraphs on a sound mat.<br><br>Listens to stories and is beginning to anticipate what may happen next. | To think of and write a short, simple sentence.<br><br>Listening to and hearing sounds in CVC and CVCC words.<br><br>Identifying sounds, including phonemes and other digraphs on a sound mat.<br><br>Checking written work and making any changes where necessary.<br><br>Listens to stories and is beginning to anticipate what may happen next. | To think of and write a sentence.<br><br>Listening to and hearing sounds in CVC and CVCC words.<br><br>Identifying sounds, including phonemes and other digraphs on a sound mat.<br><br>Checking written work and making any changes where necessary. |

| | | | | | | |
|---|---|---|---|---|---|---|
| Reception Knowledge | Knowing that words can be written.<br><br>Knowing the sounds that the taught letters make.<br><br>Knowing what the taught letters looks like.<br><br>Knowing how to write the taught letters.<br><br>Knows how to sequence familiar stories. | Knowing that words can be written.<br><br>Knowing the sounds that the taught letters make.<br><br>Knowing what the taught letters looks like.<br><br>Knowing how to write the taught letters.<br><br>Recognising taught HFW in text.<br><br>Knows how to sequence familiar stories. | Knowing that words can be written.<br><br>Knowing the sounds that the taught letters make.<br><br>Knowing what the taught letters looks like.<br><br>Knowing how to write the taught letters.<br><br>Recognising taught HFW in text.<br><br>Knows how to spell some familiar words. | Knowing the sounds that the taught phonemes make.<br><br>Knowing what the taught phonemes look like.<br><br>Knowing how to write the taught letters.<br>Recognising taught HFW in text.<br><br>To know that a sentence starts with a capital letter and ends with a full stop.<br><br>Knows how to spell some familiar words. | Knowing the sounds that the taught phonemes make and what they look like<br><br>Knowing how to write the taught letters.<br><br>Recognising taught HFW in text.<br><br>To know that a sentence starts with a capital letter and ends with a full stop.<br><br>Uses learnt words and phrases to discuss familiar stories or during role play.<br><br>Knows how to spell some familiar words. | Knowing the sounds that the taught phonemes make and what they look like<br><br>Knowing how to write the taught letters.<br><br>Recognising taught HFW in text.<br><br>To know that a sentence starts with a capital letter and ends with a full stop.<br><br>Uses learnt words and phrases to discuss familiar stories or during role play. |
| ELG | **Comprehension**<br>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br>*Anticipate – where appropriate – key events in stories.<br>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.<br><br>**Word Reading**<br>*Say a sound for each letter in the alphabet and at least 10 digraphs.<br>*Read words consistent with their phonic knowledge by sound-blending.<br>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.<br><br>**Writing**<br>*Write recognisable letters, most of which are correctly formed.<br>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.<br>*Write simple phrases and sentences that can be read by others. | | | | | |

# Maths – Specific Area

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Areas of Learning Covered** | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Nursery Skills | To talk about what happened today, yesterday and tomorrow.<br><br>To count out a group of up to 5 objects.<br><br>To show an understanding of 1:1 counting to 5.<br><br>Knowing that the last number you count represents the total number of objects<br><br>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners | To count out a group of up to 5 objects.<br><br>To match number of objects to numeral.<br><br>To show an understanding of 1:1 counting to 5.<br><br>Knowing that the last number you count represents the total number of objects<br><br>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners | To count out a group of up to 10 objects.<br><br>One more/less using a number line.<br><br>To develop fast recognition of numbers.<br><br>To count up to 10.<br><br>To show an awareness of how numerals are formed and to experiment with own mathematical mark making.<br><br>To talk about and explore patterns in the environment | To identify, describe and compare groups of objects.<br><br>To develop fast recognition of numbers.<br><br>To count up to 10.<br><br>To independently create and talk about own patterns using a range of objects and resources. | Practical problem solving with numbers up to 5.<br><br>To select and use shapes appropriately in play, combining them to make models and enclosures.<br><br>To develop fast recognition of numbers.<br><br>To use relevant mathematical vocabulary when talking about learning.<br><br>To begin to make sensible comparisons between objects relating to size, length, weight and capacity.<br><br>To begin to describe a sequence of events accurately.<br><br>To recall simple facts about a familiar journey. | To count, order and recognise numbers to 10, in and out of sequence.<br><br>To name and describe 2D shapes.<br><br>To name some common 3D shapes and properties.<br><br>To compare and order objects according to their size and distance.<br><br>To develop fast recognition of numbers.<br><br>To use relevant mathematical vocabulary when talking about learning.<br><br>To begin to describe a sequence of events accurately.<br><br>To recall simple facts about a familiar journey.<br><br>To show an awareness of positional language such as under/behind/ next to/over/ on top of. |
| Nursery Knowledge | Singing a range of number songs.<br><br>To say number names to 5 in order.<br><br>To know that time can be measured using days.<br><br>To know that the last number said represents the total number of objects<br><br>To show an awareness and name some 2D shapes in the environment. | To say number names to 10 in order.<br><br>To know that a group of objects can also be represented by a number<br><br>Singing a range of number songs.<br><br>To know that the last number said represents the total number of objects<br><br>To show an awareness and name some 2D shapes in the environment. | To create and repeat simple patterns.<br><br>To subitise to 3.<br><br>To know number order beyond 5 when counting.<br><br>To say number names to 10 in order.<br><br>To be able to say number names forwards and backwards to 10.<br><br>To know that each object should only be counted once. | To subitise to 3.<br><br>To know number order beyond 5 when counting.<br><br>To use the language of more and less to compare amounts.<br><br>To know that numbers can be ordered.<br><br>To be able to demonstrate through games and role play an understanding of positional language. | To subitise to 6.<br><br>To remember the order in which things happen.<br>To know that subtraction means taking an amount away from a group.<br><br>To know that some shapes more appropriate than others when building.<br><br>To remember different aspects of a journey, e.g. “I walked over a bridge to get to school”. | To subitise to 6.<br><br>To learn vocabulary linked to describing size and distance.<br><br>To be able to say number names forwards and backwards to 15.<br><br>To remember the order in which things happen.<br><br>To remember different aspects of a journey, e.g. “I walked over a bridge to get to school”. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | Singing a range of number songs. | Singing a range of number songs. | | |
| Reception Skills | To count up to 10 objects with 1:1 correspondence.<br><br>To match quantities to numeral.<br><br>To begin to recognise numbers automatically on a dice/card to 5.<br><br>To identify 2D shapes and talk about their properties.<br><br>To begin to be able to recognise and talk about simple patterns. | To find the total of 2 groups of objects.<br><br>To order numbers to 10.<br>To identify 2D shapes and talk about their properties.<br><br>To begin to recognise numbers automatically on a dice/card to 5.<br><br>To be able to count to 10 independently.<br><br>To be able to recognise and talk about simple patterns | To use non-standard units to measure length, weight and capacity.<br><br>To use money during role play activities to buy items.<br><br>To begin to explore number bonds to 5.<br><br>To be able to count to 20 independently.<br><br>To know how to use positional language in the appropriate context. | To use objects to solve addition and subtraction problems.<br><br>To share objects between a group of people equally.<br><br>To explore number bonds to 5.<br><br>To know that sharing equally means everyone has the same amount. | To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line.<br><br>To know that to double a number is to add the same amount.<br><br>To know that to halve a number you have to split it up into two equal parts.<br><br>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.<br><br>To read the time to O'clock on a digital and analogue clock. | To know addition and subtraction problems can be solved by counting forwards or backwards on a number line.<br><br>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.<br><br>To make observations of and compare length, weight and capacity.<br><br>To know how to recognise patterns in numbers. |
| Reception Knowledge | To say the number names to 10 in order.<br><br>To recognise number to 10.<br><br>To write numbers to 10, forming them correctly. | To know that addition involves combining two or more groups of objects.<br><br>To begin to read addition number sentences.<br><br>To say number names to 10 in order.<br><br>To know the names of 2D shapes.<br>To know that 2D shapes can have sides and corners.<br><br>To say the days of the week in order.<br>To begin to say the months of the year in order.<br><br>To know that patterns are repeated designs. | To know that length, capacity and weight can all be measured.<br><br>To know that money can be used to buy items.<br><br>To understand and use a range of prepositions in everyday contexts. | To know that addition involves combining two or more groups of objects.<br><br>To read addition number sentences.<br><br>To know that subtraction involves removing an object from a group.<br><br>To be able to count, order and recognise numbers to 20.<br><br>To use a number line to help solve simple addition and subtraction number problems<br><br>To be able to share a group of objects equally. | To know that the word 'more' indicates that the group is getting larger.<br><br>To know that the word 'less' indicates that a group is getting smaller.<br><br>To be able to count, order and recognise numbers to 20.<br><br>To count forwards and backwards to 20.<br><br>To know that length, weight and capacity can be measured using standard units.<br><br>To know that halving means splitting a quantity in two and doubling means having two | To know the names of some 3D shapes.<br><br>To know the names of basic 2D shapes.<br><br>To know the names of basic 3D shapes.<br><br>To know that 2D shapes can have corners and side.<br><br>To know that 3D shapes can have faces, vertices and edges.<br><br>To know the names of some 3D shapes.<br><br>To know that addition involves combining groups of objects. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | quantities of the same amounts.<br><br>To know that sharing equally means everyone has the same amount of an object. | To read number addition sentences. **(**<br><br>To be able to count, order and recognise numbers to 20.<br>To remember how to skip count in 2's/5's and 10's.<br><br>To know the difference between odd and even. |
| ELG | **<u>Number</u>**<br>*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.<br>*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.<br><br>**<u>Numerical Patterns.</u>**<br>*Verbally count beyond 20, recognising the pattern of the counting system.<br>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.<br>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | | | | |

# Understanding of the World – Specific Area

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

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Nursery Skills | To be able to talk about their body parts and what the function is of each part. | To know that everyone has a birthday and they are usually | To learn about different modes of transportation and who operates them, how they travel | To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant | Talk about where food comes from and bake a range of things. | To listen to traditional stories such as Goldilocks |

| | | | | | | |
|---|---|---|---|---|---|---|
| | To be able to identify similarities and differences between themselves and peers.<br><br>To make self-portraits.<br><br>Children to begin to talk about significant events in their life.<br><br>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image | celebrated in a similar manner around the world.<br><br>To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, and Christmas is celebrated by Christians.<br><br>Operate simple equipment e.g. turn on CD player or use a remote control.<br><br>Children to begin to talk about significant events in their life.<br><br>Use IT hardware to interact with age-appropriate computer software.<br><br>To explore the different jobs that people in our families do. How do these people help us? | to school, local area and natural environment.<br><br>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image<br><br>Children to talk about significant events in their life.<br><br>To use senses to explore the world around them. | their own seeds and check how tall the plants grow.<br><br>To learn about Easter.<br><br>Children to talk about significant events in their life.<br><br>Talk about the life cycle of a plant. | Make own habitats using a range of resources.<br><br>To use senses to explore the world around them.<br><br>Children to talk about significant events in their life with confidence.<br><br>To know that there are different countries in the world and talk about the differences they have experiences or seen in photos,<br><br>To use the computer to complete a simple task. | and Three Little Pigs and talk about the habitats.<br><br>To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where eggs/wool come from and talk about what we use these for.<br><br>Make comparisons between habitats of different animals.<br><br>Children to talk about significant events in their life with confidence.<br><br>To explore materials which will float and which will sink.<br><br>To use the computer to complete a simple task. |
| Nursery Knowledge | To know about family structures and be able to talk about who is part of their family.<br><br>To begin to talk about what they see using some new vocabulary.<br><br>Shows an interest in technological toys. | To be able to categorise animals by their characteristics.<br><br>To make Rangoli patterns<br><br>To learn about the different stories related to Autumn festivals.<br><br>Shows an interest in technological toys.<br><br>To know that adults do a variety of jobs and that they are not all the same. | To know similarities and differences between modes of transportation.<br><br>To talk about what they see using new vocabulary with independence.<br><br>Knows how to use different technological toys | To know that every living being has a life cycle and they change in shape and size as they grow.<br><br>To know that living beings follow a similar growth pattern and make comparisons.<br><br>To know about who celebrates Easter and what is its significance.<br><br>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. | To know that difference creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful, wild animals live in forests/jungles /safaris/ zoos or aquariums .<br><br>Wild animals live in forests/jungles/ safari and sometimes zoo's or aquariums.<br><br>To begin understand the importance of looking after our environment and all living | To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket.<br><br>To begin to understand the importance of looking after our environment and all living things and where we can collect natura resources from.<br><br>To know how to test whether materials will float or sink. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | To show an awareness of the emergency services and how they can help us. | | Knows how to use different technological toys | things and where we can collect natural resources from.<br><br>To know that there are different countries in the world,<br><br>Knows how to operate simple equipment. | Knows how to operate simple equipment.<br><br>To know the difference between farm animals and wild animals. |
| Reception Skills | To talk about how they have changed since they were a baby.<br><br>To talk about the changes they observe in their environment – Seasons link.<br><br>To be able to recount changes within living memory.<br>Identify some similarities and differences between now and the past.<br><br>I can discuss daily weather/ seasons. | To talk about how Hindus celebrate Diwali.<br><br>To be able to differentiate between nocturnal and diurnal animals.<br><br>To be able to talk about the<br><br>Answer basic questions about the past.<br><br>To use directional language to describe a sequence (beebots)<br>Talk, draw or write about aspects of the past<br><br>I can talk about some features of the areas where I live. | To negotiate space effectively in order to use a technological device.<br><br>To talk about a special event in their life.<br><br>Know that their own experiences differ to those of others.<br><br>Identify some similarities and differences between ways of life in different periods.<br><br>I can make observations and express their views of the environment. | Making treasure maps to direct friends to a 'goal'. Exploring maps of the world.<br><br>Talking about the life cycle of plants and animals and what they need to survive.<br><br>I can talk about features of my own immediate environment and how environments may vary from one another | Exploring a range of habitats, looking at why the animal lives like that.<br><br>Understand key features of events.<br><br>Sort information using Venn Diagrams. | I can explain why geographic changes occur.<br><br>I can ask questions about their familiar world (where they live or the natural world). |
| Reception Knowledge | To know the names of different body parts.<br><br>To know that they have a family unit that can/will change over time.<br><br>To name members of their family.<br><br>To identify who they are, that they are an individual.<br><br>To begin to use a mouse/pad to navigate a computer. | To know that people around the world have different religions.<br><br>To know that Mendi and Rangoli patterns are created to celebrate Diwali..<br><br>To identify and talk about a time when someone has helped them. | To know that there are many countries around the world.<br><br>To know that people in other countries may speak different languages<br><br>To know that Christians celebrate Easter.<br><br>To be able to say what the reasons and results are of people helping us. | To select appropriate materials according to their properties.<br><br>To name and identify a range of different materials and to know how they are used in familiar environments.<br><br>To know the names of common fruits and vegetables.<br><br>To explain why geographic changes occur. | To begin to understand that things change over time.<br><br>To use a mouse/pad to complete a simple ICT programme.<br><br>To know that some animals are nocturnal.<br><br>To begin to understand that things happened a really long time ago. | To know how to use a keyboard and a mouse effectively. |

| | |
|---|---|
| ELG | **Past and Present.**<br>*Talk about the lives of the people around them and their roles in society.<br>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br>*Understand the past through settings, characters and events encountered in books read in class and storytelling.<br>**People, Culture and Communities.**<br>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br>*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.<br>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.<br>**The Natural World.**<br>*Explore the natural world around them, making observations and drawing pictures of animals and plants.*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.<br>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |

# Expressive Arts and Design – Specific Area

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

| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|---|---|---|---|---|---|---|
| Nursery Skills | Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm.<br><br>Uses various construction materials. | Sing familiar Nursery Rhymes and Nativity songs.<br><br>To use different colours and materials to make Rangoli Patterns.<br><br>To make Christmas cards and decorations for friends and family using a range of media.<br><br>To make patterns with paint and different objects, exploring what happens when you mix colours.<br><br>Joins construction pieces together to build and balance. | To use scissors effectively.<br><br>To begin to act out different scenarios using props to enhance imaginative play.<br><br>Sing familiar songs or make up own songs.<br><br>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.<br><br>To play instruments with increasing control. | To learn about different textures and talk about them.<br><br>Feely bag activities with different objects for children to feel and describe.<br><br>To engage in role play by making stick puppets of different story characters.<br><br>Sing familiar Nursery Rhymes.<br><br>Realises tools can be used for a purpose.<br><br>To create closed shapes with continuous lines which represent objects that can be spoken about or identified. | Sing familiar songs in the correct tone and changing melody if appropriate.<br><br>Uses available resources to create props to support role-play.<br><br>To use available props to develop stories and make imaginative play more purposeful.<br><br>To show different emotions in pictures clearly.<br><br>To draw with increasing control, representing features and detail clearly. | To use puppets and props to act out different traditional stories.<br><br>Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm.<br><br>To listen to music and create movements to the different beats<br><br>To construct with bricks and blocks to make an enclosure.<br><br>Explore different materials freely, using them with a purpose.<br><br>Beginning to be interested in and describe the texture of things. |
| Nursery Knowledge | To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard. | To know how different colours and materials can be used to create things.<br><br>To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is | To know how colours can be mixed to make a new colour.<br><br>To use their imagination to create different works of art.<br><br>For children to be able to construct with a purpose and safely. | To know about the different materials and what can be To use their knowledge of stories in acting them out with friends.<br><br>Sing songs clearly using correct words that have been learned. | To know how to use props appropriately for particular stories.<br><br>To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. | To know that body movements can be changed depending on the rhythm to achieve a desired effect.<br><br>To know that different construction toys can be used to make new things that can be used in pretend play. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | For children to be able to construct with a purpose and safely. | celebrated by Christians all around the world | To play instruments to express feelings and ideas. | To know how to create recognisable representations of objects. | For children to be able to construct with a purpose and safely.<br><br>To know how to use available props to develop stories and make imaginative play more purposeful. | To show confidence in choice of media when creating a model or picture. |
| Nursery Music Skills | Listen with increased attention to sounds.<br>Respond to what they heard expressing their feelings.<br>Play instruments with increasing control to express their ideas and feelings.<br>Use drawing to represent ideas like movement or loud noises.<br>Pupils will enjoy joining in with dancing and ring games.<br>Sing familiar songs and begin to move rhythmically.<br>Sing the pitch of a tone sung by another person.<br>Sing the melodic shape (moving melody, such as up and down and down and up).<br>Create their own songs or improvise around one they know.<br>Imitate movement in response to music and tap out simple repeated rhythms.<br>Explore and learn how sounds can be changed.<br>Sing to self and make up simple songs and rhythms.<br>Notice what adults do, imitate what is observed and then do it spontaneously. | | | | | |
| Reception Skills | To remember the words to a range of songs.<br><br>To explore the different sounds of a range of instruments.<br><br>To know how to draw a self portrait<br><br>To know how to use glue and tape to attach materials | To design a Rangoli pattern.<br><br>To know how to use the flange join to attach materials<br><br>Uses simple tools and techniques competently and appropriately. | To use resources to create own props.<br><br>Constructs with a purpose in mind, using a variety of resources.<br><br>To use the i-brace join to join materials<br><br>To effectively use instruments to tap a simple beat. | To use a range of resources to create own props to aid role play.<br><br>To plan, carry out and evaluate and change where necessary.<br><br>Manipulates materials to achieve a planned effect.<br><br>To effectively use instruments to tap a simple beat.<br><br>To use the slot join to join materials | To use what they have learnt about media and materials in an original way and be able to explain their choices.<br><br>Selects appropriate resources and adapts work where necessary.<br><br>To move along to the beat of a familiar song.<br><br>To use the tab join to join materials | They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br><br>To move along to the beat of a familiar song.<br><br>To use a split pin to join |
| Reception Knowledge | To learn a range of songs from around the world.<br><br>For children to be able to safely construct with a | To learn the names of different tools and techniques that can be used to create Art. To experiment with creating different things and to be able to talk about their uses. | To understand that pictures can be created by making observations or by using imagination. | To use a range of props to support and enhance role play.<br><br>To identify and select resources and tools to achieve a particular outcome. | To know the different uses and purposes of a range of media and materials.<br><br>For children to be able to safely construct with a purpose and evaluate their designs. | To describe ways of safely using and exploring a variety of materials.<br><br>Selects tools and techniques needed to shape, assemble and join materials they are using. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | purpose and evaluate their designs.<br><br>To show awareness of how to use musical instruments appropriately. | To show awareness of how to use musical instruments appropriately.<br><br>To know how different colours and materials can be used to create things. | To use paints, pastels and other resources to create observational drawings.<br><br>For children to be able to safely construct with a purpose and evaluate their designs.<br><br>To be able to play instruments along to a simple beat. | To be able to play instruments along to a simple beat. | | |
| Reception<br><br>Music<br><br>Skills | Explore singing at different speeds and pitch to create moods and feelings.<br><br>Explore the different sounds instruments can make. | Discover how to use the voice to create loud/soft sounds.<br><br>Choose an instrument to create a specific sound. | Sing echo songs and perform movements to a steady beat.<br><br>Play instruments to a steady beat and understand how to hold and play an instrument with care.<br><br>Listen to music and respond by using hand and whole-body movements.<br><br>Listen to different sounds (animal/water etc) and respond with voice and movement. | To know how to use our body to show high and low sounds<br><br>To explore how to use voice to create high and low sounds | Express feelings in music by responding to different moods in a musical score.<br><br>Choose different instruments including the voice to create sound effects in play.<br><br>Experiment performing songs and music together with body movements to a steady beat. | To clap rhythmic patterns<br><br>To understand that pictures represent different clapping patterns |
| ELG | **Creating with Materials.**<br>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>*Share their creations, explaining the process they have used.<br>*Make use of props and materials when role playing characters in narratives and stories.<br><br>**Being Imaginative and Expressive**<br>*Invent, adapt and recount narratives and stories with peers and their teacher.<br>*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. | | | | | |