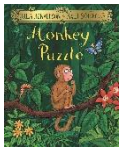
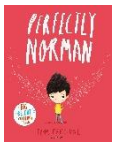
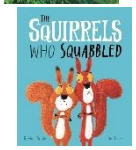
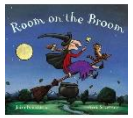
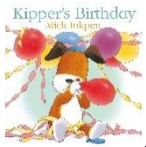
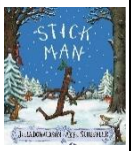
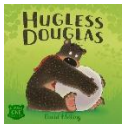
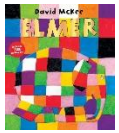
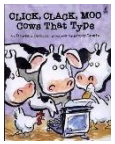
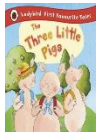
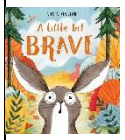
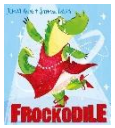
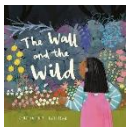
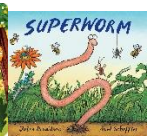
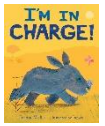
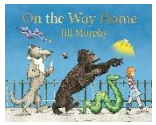
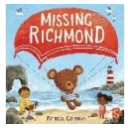
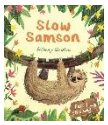
# Long Term Planning

# Reception

| | AUTUMN<br>*All about me* | | SPRING<br>*Our community* | | SUMMER<br>*Our world* | |
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| | **Autumn 1**<br>**Marvellous Me!**<br> | **Autumn 2**<br>**Let's Celebrate!**<br> | **Spring 1**<br>**People who help me**<br> | **Spring 2**<br>**Places around me**<br> | **Summer 1**<br>**The great outdoors**<br> | **Summer 2**<br>**Our big wide world**<br> |
| **I wonder…** | …what makes me special? | …if all celebrations are the same? | …who can help me? | …what is around our village? | …how our world changes? | …how we can help our world? |
| **General Themes** | Starting school/my new class<br>My feelings and emotions<br>My family / Pets<br>My body and senses<br>Autumn | Birthdays<br>Diwali (8th November)<br>Remembrance (Nov 11th)<br>Bonfire night (Nov 5th)<br>Hanukkah<br>Christmas (Dec 25th) | Winter<br>(UTW ice exploration)<br>People who help us<br>Lunar new year | Witham St Hughs<br>Woodland<br>Farms<br>Easter | Spring<br>Plants and Flowers<br>Minibeasts<br>Life Cycles<br>(with an Eco focus) | Under the Sea<br>Polar<br>Sports week<br>Savanna<br>Summer<br>Transition into Year 1<br>(linking to previous Eco focus and introducing climate change through habitat topics) |

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| **Key Texts** |        |       |      |      |       |        |
| **Memorable Moments** | Autumn walk<br>WithamWoods exploration | Birthday party for bears<br>Diwali day<br>Christmas performances | Winter walk<br>Exploring freezing and melting<br>Visits from people who help us<br>Little city visit | Witham S Hughs<br>Village walk<br>Farm trip | Spring Witham Woods exploration<br>Minibeast day | Sports day<br>Malcolm/bear missing challenge day |
| **Characteristics of Effective Learning** | ***Playing and exploring:***<br>*Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning*<br>***Active learning:***<br>*Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.*<br>***Creating and thinking critically:***<br>*Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.* | | | | | |

| | Autumn 1<br>**Marvellous Me!** | Autumn 2<br>**Let's Celebrate!** | Spring 1<br>**People who help me** | Spring 2<br>**Places around me** | Summer 1<br>**The great outdoors** | Summer 2<br>**Our big wide world** |
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| **Communication and Language**<br><br>Listening, Attention and Understanding<br><br>Speaking | *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.* | | | | | |
| | Learn and use vocabulary linked to routines.<br><br>Understand how to listen and why it is important.<br><br>Listening behaviours – track the speaker, voices off.<br><br>Learn and repeat a range of songs and rhymes.<br><br>Learning behaviours- putting their hand up to speak.<br><br>Embed talk routines through/social phrases the day. For example, "Good morning, how are you? Please. Thank you."<br><br>Embed signals and routines (1,2,3, stop signal MTYT).<br><br>Follow simple instructions. | Listen and respond to stories joining in with repeated phrases.<br><br>Sustained focus when listening to a story<br><br>Listen to non-fiction books.<br><br>Learn, listen and repeat a range of poems and rhymes.<br>Use new vocabulary through the day and in play.<br><br>Understand who, what, where, when and why questions.<br><br>Use phrases and sentences to | Understand a range of complex sentence structures.<br><br>Listen to and talk about stories to build familiarity and understanding<br><br>Continue to use and embed taught vocabulary.<br><br>Share and articulate ideas in well formed sentences.<br><br>Engage in non -fiction books.<br>Describe events that are special to them and others in some detail.<br><br>Connect ideas using a range of conjunctions and, because, so. | Maintain attention in different contexts.<br><br>Follow a story without pictures or props.<br><br>Give their attention to what others say and respond appropriately, while engaged in another activity.<br><br>Understand how and why questions.<br><br>Listen to non fiction texts and use vocabulary linked to these.<br><br>Retell a story using story language and | Understand how, why, where, when, who, what questions and respond appropriately.<br><br>Retell a story using own language.<br><br>Listen and respond with relevant questions, comments when being read to.<br><br>Express ideas about feelings and events, ideas and use talk to organise and sequence these ideas. | Present learning and share what they know with others.<br><br>Retell stories once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.<br><br>Make comments about what they have heard.<br><br>Offer explanations as to why things happen.<br><br>Talk in full sentences using a range of sentences. |

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| | Listen to stories with increasing attention.<br><br>Understand and answer what and why questions.<br><br>Talk about experiences that are familiar to them.<br><br>Speak about likes and dislikes.<br><br>Speak about themselves and their families.<br><br>Talk to their teacher and familiar adults and in front of a small group.<br><br>Speak in full sentences.<br><br>Use 'and' to join ideas together in sentences. | become a more confident speaker<br><br>Learn how to wait their turn and take turns when speaking.<br><br>Begin to use story language when retelling stories (once upon a time, the end).<br><br>Answer questions in front of the class. | Ask questions to find out more and to check they understand what has been said to them. | vocabulary taught so far.<br><br>Recite familiar poems and rhymes.<br><br>Use talk to help work out problems and organise thinking.<br><br>Use new vocabulary in a range of contexts.<br><br>Share work with others. | Expressing own opinions and justify them – what do you like and why?<br><br>Describe a range of events in detail.<br><br>Ask questions to clarify thinking.<br><br>Start a conversation with an adult or friend.<br><br>Link statements together and stick to a main theme. | Talk to different adults around school.<br><br>Have conversations with others using back and forth interactions. |
| **Assessment** | *Listening, attention and understanding*<br><br>I can listen attentively to longer stories and can explain what has happened<br><br>I can remember, retell and join in with familiar rhymes and songs<br><br>I can answer what and why questions when asked<br><br>I can follow 2-part instructions | *Listening, attention and understanding*<br><br>I can consistently demonstrate the required listening behaviours: eyes focused, sitting still etc.<br><br>I can ask and answer simple questions about my learning | *Listening, attention and understanding*<br><br>I can express an opinion and make a simple prediction based on a story I have heard<br><br>I can retell longer stories using phrases and vocabulary from the story<br><br>*Speaking* | *Listening, attention and understanding*<br><br>I can ask and answer more complex questions about my learning.<br><br>I can retell longer stories using phrases and vocabulary from the story<br><br>*Speaking* | **ELG:**<br>*Listening, attention and understanding*<br><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 interactions*<br><br>*Make comments about what they have heard and ask questions to clarify their understanding*<br><br>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers* | |

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| | <u>Speaking</u><br><br>I can talk coherently in longer sentences.<br><br>I can use 'and' to join ideas together.<br><br>I can talk about events in my life.<br><br>I can use talk in my play to organise an activity. | I can use new vocabulary I have learnt in my play<br><br><u>Speaking</u><br><br>I can list some rhyming words.<br><br>I can use 'because' to explain my thoughts.<br><br>I can self-correct some errors when I talk.<br><br>I can use new words in my sentences. | I can pronounce my phonemes correctly.<br><br>I can use past and present tense when speaking (not always accurately). | I can hold a conversation and take turns which shows I am listening.<br><br>I can talk for a range of purposes. | <u>Speaking</u><br>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary*<br><br>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate*<br><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.* |

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| **Personal, Social and Emotional Development (PSED)** | *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 9 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.* | | | | | |
| | Recognise different emotions and use words to describe these. | Increasing ability to share | Talk with peers to solve conflict, "Please stop I don't like it." | Begin to show resilience and perseverance when | Keeping safe in the summer | Listen to ideas of others and find solutions and |

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| Self-Regulation<br><br>Managing Self<br><br>Building Relationships | Independently choose where they would like to play and remain focused during self chosen learning and in small groups.<br><br>See themselves as a valuable individual.<br><br>Familiarise self with Reception environment.<br><br>Understand class rules and routines<br><br>Gain confidence to speak to others in their class and adults.<br><br>Play with others who are playing the same activity.<br><br>Seek support from adults when needed.<br><br>Talk about why we take turns, wait politely, tidy up after ourselves etc.<br><br>Use good table manners when eating.<br><br>Independently organise belongings, use the toilet, wash hands, put coat on.<br><br>Follow routines for changing for PE. | Recognise emotions of self and talk about feelings.<br><br>Show good manners.<br><br>Begin to express their feelings and consider the perspectives of others.<br><br>Begin to show appropriate ways of being assertive.<br><br>Take turns and share resources.<br><br>Wash and dry hands thoroughly and independently.<br><br>Change their behaviour to a range of situations.<br><br>Follow routines to get changed for PE with some support.<br><br>Try new activities.<br><br>Follow the rules of the classroom consistently.<br><br>Develop friendships with peer and positive relationships with adults. | Celebrate differences<br><br>Consider how behaviour affects others. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.<br><br>Consider the feelings of others.<br><br>How to be a good friend.<br><br>Maintain focus during whole class and group sessions.<br><br>What makes a good friend?<br><br>Strategies for staying calm in the face of frustration<br><br>Begin to find ways to resolve conflicts<br><br>Independently zip up coat.<br><br>Independently get dressed and undressed for PE.<br><br>Cooperate increasingly with routines<br><br>Ask when they require support or help.<br><br>Take turns during group work and play using taught strategies. | faced with a challenge.<br><br>Tolerate delay and show patience.<br><br>Show pride in achievements.<br><br>Identify and monitor emotions using a range of strategies.<br><br>Explain wrong from right.<br><br>Understand the importance of healthy eating and sleep.<br><br>Fasten buttons/buckles.<br><br>Identify how our school values can be demonstrated such as respect within relationships.<br><br>Seek others to share activities and experiences, play with two or more children.<br><br>Can keep play going by cooperating, listening, speaking, | Understand healthy food choices.<br><br>Name and identify healthy foods.<br><br>Independence when managing their own basic needs.<br><br>Develop relationships with other adults around school to support transition.<br><br>Manage emotions – different scenarios modelled in the learning environment.<br><br>Talk about right and wrong and the consequences involved.<br><br>Recognise my own strengths.<br><br>Understand own and others' feelings and begin to regulate their behaviour independently. | compromise during teamwork or play.<br><br>Show sensitivity to others' needs and feelings.<br><br>Set goals and reflect on progress with support of an adult.<br><br>Maintain focus during independent and whole class learning.<br><br>Show perseverance in the face of a challenge.<br><br>Talk about the importance of sensible amounts of screen time.<br><br>Road safety<br><br>Explain why behaviour expectations exist. |

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| | | Use cutlery independently.<br><br>Work with a group with support from an adult.<br><br>Know the importance of teeth brushing.<br><br>Understand the importance of physical activity. | Identify adults who are 'safe adults' that they can speak to if they feel sad or worried. | negotiating and explaining.<br><br>Listen to the ideas of others.<br><br>Find solutions and disagreements with support from adults.<br><br>Continue to develop strong friendships. | | |
| **Assessment** | I can explain my emotions linked to some events.<br><br>I can follow simple rules.<br><br>I can share resources.<br><br>I can work towards a goal.<br><br>I can be patient.<br><br>I can toilet mostly independently.<br><br>I can put on my coat.<br><br>I can get help if I have a problem.<br><br>I can play with a few close peers and show cooperation. | I can explain why I feel the way I do.<br><br>I can name more emotions.<br><br>I can follow rules/instructions independently.<br><br>I can respect school property and that of other people.<br><br>I can follow all rules/routines of the classroom<br><br>I know there is a consequence if I do not follow the rules<br><br>I can use my cutlery<br><br>I can wash and dry my hands | I can consider the feelings of others.<br><br>I can try and resolve conflict with others.<br><br>I can keep trying if things are difficult.<br><br>I can hold a conversation, listening and responding to others and their ideas.<br><br>I can develop friendships with other people. | I can work with my peers successfully.<br><br>I respond appropriately to my teacher and other adults.<br><br>I can explain how to stay healthy.<br><br>I can talk about right and wrong.<br><br>I know how to be polite.<br><br>I can change and unchanged independently for PE. | **<u>ELG</u>**<br>*<u>Self Regulation</u>*<br>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;*<br><br>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;*<br><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>*<u>Managing Self</u>*<br><br>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;<br><br>Explain the reasons for rules, know right from wrong and try to behave accordingly; | |

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| | | I can take turns when playing with others.<br>I can listen to others and act upon their ideas.<br><br>I can follow a simple request from a peer.<br><br>I can share resources when playing. | | | Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.<br><br><u>*Building Relationships*</u><br>*Work and play cooperatively and take turns with others;*<br><br>*Form positive attachments to adults and friendships with peers;*<br><br>*Show sensitivity to their own and to others' needs.* |

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| **Physical Development** | *Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives7. 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.* | | | | | |
| **Fine Motor** | Use different sized tools inside and outside<br><br>Threading large beads.<br><br>Using large pegs. | Use knife and fork correctly.<br><br>Begin to use anti clockwise movements. | Handle tools, objects, construction and malleable materials with increasing control. | Form most letters correctly.<br><br>Hold pencil using the tripod grip. | Use a range of small tools safely and with increasing control. | Increased control of tools.<br><br>All letters formed correctly and size of letters is consistent. |

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| | Mark make shapes and lines.<br><br>Use a dominant hand.<br><br>Begin to use a tripod grip when using mark making tools.<br><br>Hold scissors correctly and make snips in paper.<br><br>Use tweezers to transfer objects.<br><br>Use playdough to pinch, roll and squeeze.<br><br>Begin to write letters for name. | Hold scissors correctly and cut along straight and zig zag lines.<br><br>Develop muscle tone to put pencil pressure on paper.<br><br>Form letters correctly of the sounds taught so far. (with support).<br><br>Develop lower arm and wrist strength.<br><br>Hold pencil using the tripod grip.<br><br>Accurately draw lines and circles to draw pictures.<br><br>Use playdough to pinch, roll and squeeze.<br><br>Finger isolation/strength.<br><br>Bilateral co-ordination – clapping songs. | Hold scissors correctly and cut along a curved line.<br><br>Holding and using small pegs.<br><br>Threading with smaller beads.<br><br>Form letters correctly of the sounds taught so far.<br><br>Hold scissors correctly and safely and cut out large shapes.<br><br>Hold pencil using the tripod grip.<br><br>Use zips accurately. | Hold scissors safely and correctly and cut out various shapes and materials.<br><br>Adds more detail to shapes and objects created as control increases.<br><br>Independently and correctly use knife and fork for all meals.<br><br>Button clothing | Form all letters correctly with some control over the size of the letters. | Create detail in drawings using a range of tools.<br><br>Cut out shapes, materials and resources with skill and accuracy. |
| Assessment | I know my dominant hand<br><br>I can use a static tripod grip using 2 fingers and my thumb | I can use the tripod grip independently and produce more consistent letters | I can dress myself independently | I can cut a variety of shapes from tougher materials such as card | **<u>ELG:</u>**<br><br>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; | |

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| | I can cut along a continuous line with scissors using one hand, I may need support<br><br>I can use tweezers and pincers to move objects from one place to another.<br><br>I can write my first name | I can cut a variety of shapes with increased accuracy and control<br><br>I can put on my coat<br><br>I can use my cutlery<br><br>I can show strength and dexterity to squeeze, roll and pinch playdough.<br><br>I can use a medium sized paintbrush correctly and accurately to paint lines and fill spaces in my work.<br><br>I can use larger construction materials to make simple models, e.g., Duplo or wooden blocks | | I can draw pictures of people with detailed faces as well as a body, legs, arms, hand and feet<br><br>I can use a selection of fastening techniques<br><br>I can tend to my self-care needs | Use a range of small tools, including scissors, paint brushes and cutlery;<br><br>Begin to show accuracy and care when drawing. |

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| **Gross Motor** | Move safely within a space.<br><br>Stop safely.<br><br>Climbing – outdoor equipment<br><br>Different ways of moving to be explored with children.<br><br>Develop upper arm and should strength.<br><br>Hip and trunk stability and core strength to support a good sitting position.<br><br>Shoulder girdle stability<br><br>Crossing the midline<br><br>Show control when balancing, walking, hopping and jumping.<br><br>Balance bikes<br><br>Scooters<br><br>Trim trail | Ball skills- throwing and catching.<br><br>Balancing and climbing.<br><br>Balance bikes and pedal bikes.<br><br>Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.<br><br>Move in a variety of ways with increasing control.<br><br>Safely explore apparatus.<br><br>Obstacle activities – developing strength with<br>children moving over, under, through and around equipment<br><br>Show control when running.<br><br>Develop accuracy when throwing at a target. | More confident and proficient in their movements and in using objects and equipment.<br><br>Move to music – trying to follow the rhythm.<br><br>Jump off and land appropriately using hands, arms and body to stabilise.<br><br>Refining the way they move in the space around them.<br><br>Ball skills- aiming, dribbling, pushing, throwing & catching.<br><br>Begin to make shapes with their body.<br><br>Create short sequences using shapes, balances and travelling movements.<br><br>Continue to develop accuracy when throwing at a target. | Balance- children moving with confidence<br><br>Dance related activities in the stage area.<br><br>Roll and track a ball.<br><br>Ball skills- aiming, dribbling, pushing, throwing & catching.<br><br>Understand effects of exercise on their body.<br><br>Develop accuracy when throwing at a target.<br><br>Combine movements with control.<br><br>Copy and create actions in time to a piece of music. | Show increasing control over an object in pushing, patting, throwing, catching or kicking.<br><br>Continue to develop control when using equipment – including climbing.<br><br>Refine balance and agility.<br><br>Demonstrate increased core strength. | Play as a team and against an opponent.<br><br>Follow instructions safely and carefully when playing team games.<br><br>Develop competence, precision and accuracy with ball skills.<br><br>Refine balance and agility. |

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| | Vertical writing surfaces. | | | | | |
| **Assessment** | I know how to balance and use a balance bike with both feet on the ground.<br><br>I can balance when using pieces of equipment or when walking across wide planks.<br><br>I can use both hands and legs (bilateral movement) to climb with increased confidence and independence.<br><br>I can stand on one foot without support for a short period of time, leading towards hopping with increased confidence.<br><br>I can recall a sequence or pattern of movement and execute this confidently | I can use balancing equipment with increased control and confidence.<br><br>I can catch a ball using two hands when standing or moving.<br><br>I can throw a ball with increased accuracy and direction.<br><br>I can balance when standing on one foot or hopping.<br><br>I can pull myself up onto higher equipment using my upper body strength.<br><br>I can move in a variety of ways with more control.<br><br>I can adjust my speed and direction, e.g. when in chasing games to catch or avoid capture.<br><br>I can follow rules to keep myself safe.<br><br>I can use core muscle strength to achieve a | I can maintain balance using hands and body to stabilise.<br><br>I can travel across and climb on small apparatus with increased independence using my upper body.<br><br>I can stand on one foot confidently. | I can confidently paint, draw or use tools on vertical surfaces, in both small and large movements<br><br>I can combine movements in a simple sequence with ease using both sides of my body to support bilateral movement.<br><br>I can throw a ball with increased accuracy at a target. | **ELG:**<br><br>Negotiate space and obstacles safely, with consideration for themselves and others;<br><br>Demonstrate strength, balance and coordination when playing;<br><br>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | |

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| | I can demonstrate hand–eye coordination with larger objects. | good posture when sitting at a table or sitting on the floor. | | | | |
| **PE lessons** | **Fundamentals**<br>Develop the skill of mastering basic movements such as walking, jogging, running, jumping, hopping, skipping, galloping, etc. in a smooth and controlled way. | **Dance/Gymnastics**<br>Develop the skill of performing dances using simple movement patterns. Show a range of different body positions in creating shapes/letters using high and low stances. | **Ball skills**<br>Develop a range of different ball skills such as throwing, catching, dribbling, controlling, kicking, striking, etc. in a smooth and controlled way. | **Fitness**<br>Use different skill components of fitness (agility, balance, coordination, speed and reaction time) in challenging and achievable situations. | **Target games**<br>Understand a range of different ways of hitting/throwing/kicking/scoring at targets from a variety of distances. | **Athletics**<br>Show a range of skills needed to perform in different athletics events (such as running, jumping, throwing, hurdling, relaying, etc.) |

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| **Literacy** | *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).* | | | | | |
| **Word Reading**<br><br>*RWI phonics daily* | Recognise first name.<br><br>Read single-letter set 1 sounds (first 16). | Read all single letter sounds (25)<br><br>Orally blend vc and cvc words. | Read all single letter sounds (25) and some set 1 special friends (digraphs)<br><br>Read cvc words. | Read all set 1 special friends (31)<br><br>Read words containing double consonants and set 1 special friends. | Read all set 1 special friends and first 6 set 2 sounds.<br><br>Read 4 and 5 sound words containing | Read set 2 sounds and words containing set 2 sounds.<br><br>Read multisyllabic words containing set 1 sounds. |

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| | Orally blend vc and cvc words.<br><br>Understand that we read English text from left to right and from top to bottom.<br><br>Identify initial sounds in words.<br><br>Identify rhyme and rhythm.<br><br>. | Blend known sounds to read cvc and vc words with increasing accuracy. | Read phrases/sentences containing known sounds.<br><br>Read alien cvc words with known sounds.<br><br>Read common exception words as per RWI progression<br><br>Read books matching phonic ability. | Read phrases, sentences and books containing known sounds, consistent with their phonic knowledge.<br>Read alien words containing known sounds.<br><br>Read common exception words as per RWI progression<br>Identifies rhymes. | set 1 special friends.<br><br>Read alien words containing known sounds.<br><br>Read aloud simple sentences and books that are consistent with their phonic knowledge.<br><br>Read common exception words as per RWI progression | Read aloud simple sentences and books that are consistent with their phonic knowledge.<br>Read common exception words as per RWI progression |
| **Assessment** | I can recognise words with the same initial sounds.<br><br>I can clap out the number of syllables in a word.<br><br>I can recognise initial sounds. | I can read individual letters by saying the sounds for them.<br><br>I can segment sounds in words.<br><br>I can blend sounds into words, so I can read short words made up of known letter-sound correspondences.<br><br>I can segment and blend CVC words. | I can read simple captions.<br><br>I can identify some digraphs.<br><br>I can read simple sentences and books matched to my phonic knowledge.<br><br>I can read common exception words linked to my school's phonic programme. | I can read some complex captions<br><br>I can identify set 1 digraphs.<br><br>I can read simple sentences and books matched to my phonic knowledge.<br><br>I can read common exception words linked to my school's phonic programme. | **<u>ELG:</u>**<br><br>Say a sound for each letter in the alphabet and at least 10 digraphs;<br><br>Read words consistent with their phonic knowledge by sound-blending;<br><br>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | |
| **Comprehension**<br>*Talk through stories and vocabulary sessions will be carried out daily. Children will visit the library weekly and* | Join in with rhymes and showing an interest in stories with repeated refrains. | Sequence familiar stories.<br><br>Use story maps to orally retell familiar and new stories as a group. | Retell stories related to events through acting/role play. | Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. | Explain the main events of a story.<br><br>Identify characters/ event / setting in a story. | Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, |

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| *have the opportunity to change their sharing book each week.*<br>*Children will vote for the book they would like to read each day/week.* | Understand key concepts about print: - print has meaning - print can have different purposes.<br><br>Engage in conversations about stories. learning new vocabulary.<br><br>Independently look at a book, holding it the correct way and turning pages carefully.<br><br>Use pictures to tell stories. | Enjoy an increasing range of books from age appropriate selection in library including fiction, non fiction, poems and rhyme.<br><br>Begin to answer questions about stories read to them.<br><br>Know where to find the title of a book<br><br>Begin to predict what might happen next in a story. | Make up stories with themselves as the main character – using their "mini me" in different areas of the environment.<br><br>Encourage children to record stories through picture drawing/mark making.<br><br>Use vocabulary of beginning, middle and end to understand the sequence of a story. | Talk through stories – vocabulary sessions.<br><br>Retell familiar stories.<br><br>Identify and talk about characters in a book..<br>Understand that non fiction texts provide information | Understand simple story structures.<br><br>Answer questions about what they have read.<br><br>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. | questions and reactions.<br><br>Show preference for different texts.<br><br>Make predictions using prior knowledge of texts/characters.<br><br>Can point to front cover, back cover, blurb, author and title. |
| **Assessment** | I can answer simple questions about a story I have heard.<br><br>I know some books give information and others are story books.<br><br>I can talk about my favourite book.<br><br>I can use illustrations to support my ideas. | I can answer literal, retrieval questions based on a story I have heard or read with an adult.<br><br>I can make a prediction.<br><br>I know what a fiction book is.<br><br>I know what an author is and where to find the title of a book.<br><br>I can recognise the repetitive phrases in the story. | I can infer with how characters are feeling<br><br>I can ask text related questions | I know what a non-fiction book is<br><br>I know what a poem is.<br><br>I know how to retell the story in order.<br><br>I know what a sentence is. | **<u>ELG:</u>**<br><br>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;<br><br>Anticipate – where appropriate – key events in stories;<br><br>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | |
| **Writing**<br><br>*All writing will be consistent with* | Name writing practice.<br><br>Use a dominant hand for writing. | Name writing.<br><br>Mark makes consistently as part of play and talk about | Spell words using taught. | Write words, phrases and sentences consistent with phonic knowledge. | Form most lower-case and upper case letters correctly, starting | Read back what has been written. |

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| *phonic knowledge. Focus will be on oral composition of ideas, correct letter formation and writing dictated sentences.* | Build confidence to mark make, giving meaning to marks.<br><br>Writing initial sounds.<br>.<br>Attempting to write/copy familiar letter shapes for their name.<br><br>Drawing shapes including. | the meaning of their marks.<br><br>Segment to begin to write cvc words correctly using taught sounds.<br><br>Draws shapes including zig zags, spirals, loops.<br><br>Correctly form letters taught so far following RWI handwriting progression.<br><br>Tripod pencil grip. | Begin to write short captions/phrases using taught sounds.<br><br>Correctly form letters taught so far following RWI handwriting progression.<br><br>Recognise some capital letters | Recognise capital letters and write some of these.<br><br>Spell common exception words as per RWI progression. | and finishing in the right place, going the right way round and correctly orientated.<br><br>Write words, phrases and sentences consistent with phonic knowledge.<br><br>Start to use full stops accurately.<br><br>Know that capital letters go at the start of a sentence.<br><br>Spell common exception words as per RWI progression. | Use full stops at the end of sentences.<br><br>Form lower-case and capital letters correctly.<br><br>Write words, phrases and sentences consistent with phonic knowledge.<br><br>Spell common exception words as per RWI progression. |
| **Assessment** | I can write my first name.<br><br>I can write some initial sounds accurately.<br><br>I can draw some simple shapes.<br><br>I can explain what my writing means. | I can form some lower-case letters accurately.<br><br>I can use my phonics knowledge to begin securely writing CVC words, segmenting their phonemes aloud. | I can form many ascender and descender letters correctly.<br><br>I know some capital letters for each letter in the alphabet. | I know the capital letter for each letter in the alphabet<br><br>I can write short phrases consistent with phonic knowledge. | **ELG:**<br>Write recognisable letters, most of which are correctly formed;<br><br>Spell words by identifying sounds in them and representing the sounds with a letter or letters;<br><br>Write simple phrases and sentences that can be read by others. | |

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| **Mathematics** | *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.* | | | | | |
| Number<br><br>Numerical patterns | Subitising 1,2, and 3.<br><br>Counting, cardinality and ordinality.<br><br>Composition of 3 and 4.<br><br>Count objects accurately, touching and saying one number name for each object.<br><br>Understand that all numbers are made up of 1s.<br><br>Compare groups and use language such as *more* and *fewer*. | Counting, cardinality and ordinality.<br><br>Comparison.<br><br>Composition.<br><br>Recognise and represent 5 using fingers and dice patterns.<br><br>Compare groups through matching and identify equal amounts.<br><br>Explore the concept of a whole and its parts.<br><br>Investigate different ways to compose numbers to 5.<br><br>Match numerals to quantities and begin counting beyond 20. | Subitising up to 5.<br><br>Counting, cardinality and ordinality.<br><br>Compare quantities using mathematical language.<br><br>Composition of 5<br><br>Recognise that each number is one more than the previous number.<br><br>Explore the composition of 5.<br><br>Understand 6 and 7 as being made from 5 and some more. | Counting, cardinality and ordinality.<br><br>Composition of numbers up to 7.<br><br>Number order and the staircase pattern<br><br>Comparing numbers to 8<br><br>Order numbers and explore number sequences.<br><br>Use the language of *more than*, *less than* and *equal to*.<br><br>Investigate doubles and equal groups.<br><br>Begin to identify odd and even patterns. | Counting, cardinality and ordinality.<br><br>Subitising up to 6<br><br>Composition of numbers up to 10.<br><br>Numbers as 5 and a bit<br><br>Count larger quantities accurately.<br><br>Develop fluency with numbers beyond 5.<br><br>Compare numbers through practical experiences and games. | Recall number bonds to 5 automatically.<br><br>Demonstrate secure understanding of numbers within 10.<br><br>Recognise and continue number patterns.<br><br>Use a rekenrek to represent numbers and calculations.<br><br>Apply their number knowledge confidently across the provision. |

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| | | | | Explore different ways to make 7. | | |
| Shape, space and measure | To match and sort objects<br><br>To compare capacity, length, height, size.<br><br>To finish a repeating pattern of 2 objects or colours<br><br>To recognise and name circle and square. | To recognise and name circle, triangle, square and rectangle.<br><br>To know the days of the week.<br><br>To compare objects using mathemtical vocabulary (long, short, tall, heavy, light). | To order objects by height and length.<br><br>To order the days of the week. | To begin to name 3D shapes.<br><br>To explore the properties of 3D shapes. | To explore measuring capacity.<br><br>To make pictures with shape arrangements.<br><br>To join shapes to make new shapes. | To finish a repeating pattern<br><br>To create own patterns using shapes.<br><br>To name and describe 2D and 3D shapes |
| **Assessment** | I can represent 1 - 5 on fingers, on a tens frame and with objects.<br><br>I can count up to 5 objects recognising that the last number said represents the total counted.<br><br>I can use number in my play and can identify all numerals to 5.<br><br>I can count aloud in order 1-5 securely.<br><br>I am starting to understand order – first, next.<br><br>I can copy and extend an AB pattern.<br><br>I can notice an error in a repeating pattern. | I can count using 1-1 correspondence and say how many (up to 10)<br><br>I can quickly say how many there are (up to 5) without counting (subitise)<br><br>I can start to show how numbers can be made up to the numbers that have been taught e.g. 1 and 3 is 4 and know there is more than one way of doing this - fast fingers, tens frame etc.<br><br>I can find the total number in two groups by counting them all.<br><br>I can count aloud in order from 5 and beyond. | I realise that counting on gives a bigger number and counting back gives a smaller number<br><br>I can link the number symbol (numeral) with its matching quantity (up to 10)<br><br>I can use language to describe the relationship between quantities (e.g. 'more than, less than and equal to).<br><br>I can verbally count to 20 aloud, not all teen numbers may be in sequence. | I can estimate how many objects I can see and check them by counting<br><br>I can recall some number bonds to 5<br><br>I can start to recall some double facts e.g. 1 and 1 is 2<br><br>I am starting to use and apply the part whole model, to explore number composition 1-5<br><br>I can accurately count items to 10 with one-to-one correspondence | **<u>ELG:</u>**<br>Have a deep understanding of number to 10, including the composition of each number;<br><br>Subitise (recognise quantities without counting) up to 5;<br><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>Verbally count beyond 20, recognising the pattern of the counting system;<br><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><br>Explore and represent patterns within numbers up to 10, including evens and | |

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| | I know some simple 2D shapes and can name some basic properties.<br><br>I can describe the size or shape of some real-life objects using simple mathematical vocabulary, e.g. big/small, round/straight. | I know the days of the week.<br><br>I can copy, continue and create an AB pattern.<br><br>I can notice and correct an error in an AB pattern.<br><br>I can make comparisons between objects relating to length and weight<br><br>I can discuss routes and locations, using words like 'in front of' and 'behind'. | | I know the order of the days of the week and can recall them.<br><br>I can copy and continue a more complex pattern. E.g. ABC, ABB, ABBC<br><br>I know that groups can be created both equally and unequally, recognising and identifying this with increased reasoning.<br><br>Able to identify one more/ one less to consecutive numbers. | odds, double facts and how quantities can be distributed equally. |

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| **Understanding the World**<br><br>*Past and Present*<br><br>*People, Culture and Communities*<br><br>*Natural World* | 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. | | | | | |
| | Identifying their family and talk about them.<br><br>Commenting on photos of their family; naming | Talk about the lives of the people around us.<br><br>Know about past events through events | Know about the past through settings, characters and events encountered in books | Know what animals live in different habitats.<br><br>Know about places within our community | Know some similarities and differences between things in the past and now. | Name hot and cold countries |

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| | who they can see and of what relation they are to them.<br><br>Can draw similarities and make comparisons between other families.<br><br>Know the similarities and differences between themselves and others.<br><br>Explore fictional stories about families and start to tell the difference between real and fiction.<br><br>Talk about members of their immediate family and community.<br><br>Talk about their own life, family and school.<br><br>Know they belong to Witham St Hughs Academy.<br><br>Know the name of the town that they live in.<br><br>Navigate around our classroom and outdoor areas. (treasure hunts to find places/ objects within our learning environment). | encountered in books read in class.<br><br>Identify and recognise the features of autumn and winter.<br><br>Identify different celebrations and how people celebrate:<br>Diwali<br>Birthdays<br>Christmas<br><br>Know that people have different religions around the world.<br><br>Can talk about what they have done with their families during Christmas in the past.<br><br>Know why people perform Nativity plays at Christmas.<br><br>**RE link**<br>**Myself and Incarnation (Christmas)** | read in class and storytelling.<br><br>Talk about similarities and differences between life in this country and others, celebrations in ours and others – Lunar New Year, Pancake Day<br><br>Identify and recognise the features of Winter and Spring.<br><br>Talk about similarities and differences when comparing day and night.<br><br>Name and describe people I know in my local community.<br><br>Know and talk about people who help us in the local community.<br><br>Be sensitive to others likes and dislikes.<br><br>Talk about why things happen when exploring floating and sinking.<br><br>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. | and identify landmarks (park, local businesses etc).<br><br>Know and talk about Easter.<br><br>Outdoor walk<br>(to link with seasons);<br><br>Draw information from simple maps.<br><br>Know that simple symbols are used to identify features on a map.<br><br>Talk about the lives of people around them (link to farmers contributions to society).<br><br>Understand how some food is grown and where is comes from.<br><br>Know what a globe is and that it represents that world.<br><br>Understand how Witham St Hughs has changed over time.<br><br>Make simple comparisons between Witham St Hughs and another environment. | Know and compare habitats (under the sea and habitat)<br><br>Know what animals live in different habitats – minibeasts.<br><br>Know there are many countries around the world – map work, globes and atlases.<br><br>Understand growth and life cycles of plants and animals.<br><br>**RE link**<br>**Creation and Our Beautiful World** | After close observation, draw pictures of the natural world, including animals and plants<br><br>To discuss what raw foods can become, eg potatoes to crisp and chips, cream to butter<br><br>Use prior knowledge of habitats to describe the similarities and differences between farms and other locations<br><br>To explore how ingredients are used to create food, baking bread and how flour is made.<br><br>Create opportunities to discuss how we care for the natural world around us.<br><br>Changes over time- understand where how polar environments have changed over time- Eco focus with climate change. David Attenborough |

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| | | | Use BeeBots and link to maps/directions. | **RE link**<br>**Our Special Books and Salvation (Easter)** | | Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. |
| **Assessment** | *Past and Present*<br>I can talk about who is in my family<br><br>I can talk about my community<br><br>I can use the vocabulary 'today, tomorrow and yesterday' not always correctly.<br><br><br><br>*People, culture and communities*<br><br>I can talk about my local area and can identify key places I go to.<br><br>I can talk about my house and what things I have in it<br><br>I can talk about similarities and | *Past and present*<br>I can use words like 'now, next, after and before'.<br><br>I am beginning to be aware that objects in the past look different to objects used for the same purpose today<br><br>I can sort some objects into old and new.<br><br>I can talk about what I see in pictures of the past.<br><br><br>*People, culture and communities*<br><br>I know the names of some different places in the world.<br><br><br>I know that there are special times in the year and people celebrate these. | *Past and Present*<br>I can talk about people who help us in society including people from the past<br>I can ask 'why' questions about what I have heard and see in non-fiction books about the past.<br><br><br><br><br><br>*People, culture and communities*<br>I can use a simple map.<br><br>I know what a globe is and that it represents the world.<br><br>I can name some hot and cold countries. | *Past and present*<br>I can order and sequence pictorial representations of my daily routine or tasks.<br>I know that some historical events were before my time, before my parents' time and before my grandparents' time.<br><br>I can talk about things from the past e.g. transport, toys, using photos and physical artefacts.<br><br><br>*People, culture and communities.*<br><br>I can identify and discuss differences between environments, comparing them to their own.<br><br>I know that there are different countries within the world and | *Past and present*<br>**ELG**<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><br>Understand the past through settings, characters and events encountered in books read in class and storytelling.<br><br><br><br><br>*People, culture and communities.*<br>**ELG**<br>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;<br><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><br>Explain some similarities and differences between life in this country and life in other countries, | |

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| | differences between myself and others<br><br>*The Natural World*<br><br>I can talk about some differences in weather.<br><br>I can talk about some of the animals and plants I have observed/know.<br><br>I know plants need to be watered. | I can talk about some celebrations and can comment on similarities and differences.<br><br>I know there are special buildings and landmarks.<br><br>I know what a map is.<br><br>I know that some places are far away and we cannot walk there.<br><br>I can start to use stories and pictures to talk about differences in life in other countries.<br><br>*The Natural world*<br><br>I can talk about some seasonal changes.<br><br>I can talk about the weather linked to seasonal change.<br><br>I can identify different materials exploring basic changes.<br><br>I can name and identify familiar plants and animals in the natural world. | *The Natural World*<br>I can explore and talk briefly about different forces I feel, e.g., pushes and pulls or floating and sinking.<br><br>I can begin to talk about changing states of matter e.g. freezing / melting, heating.<br><br>I can talk about the different seasons. | discuss the difference between life in these countries comparing it to my own.<br><br>I know that some people have different beliefs and can talk about special celebrations or traditions.<br><br>*Natural World*<br>I can record what I can see within the natural world, noticing the differences and changes.<br><br>I can name and describe some animals and plants.<br><br>I can start to compare my own environment/local area with another environment.<br><br>I can begin to talk about the differences | drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.<br><br>*Natural World*<br>ELG<br>Explore the natural world around them, making observations and drawing pictures of animals and plants;<br><br>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><br>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |

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| | | | | in materials and their uses. | | |

| | Autumn 1<br>**Marvellous Me!** | Autumn 2<br>**Let's Celebrate!** | Spring 1<br>**People who help me** | Spring 2<br>**Places around me** | Summer 1<br>**The great outdoors** | Summer 2<br>**Our big wide world** |
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| **Expressive Arts and Design** | *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.* | | | | | |
| Creating with Materials<br><br>Being Imaginative and Expressive | Name colours.<br><br>Experiment with mixing colours.<br><br>Create simple representations of people and objects.<br><br>Draw using pens, pencils, chalks, hands, fingers.<br><br>Use a variety of malleable media such as playdough.<br><br>Role play using given props and costumes.<br><br>Explore techniques for joining materials (glue sticks). | Use colours for a purpose.<br><br>Enjoy using a variety of tools including different size brushes and tools (sponges, twigs, fingers, brushes).<br><br>Add some detail to drawings.<br><br>Know how to work safely.<br><br>Explore different techniques for joining materials (glue stick, PVA, masking tape).<br><br>Know there are special songs we can sing to celebrate events. | Experiment with different mark making tools such as pastels and chalks.<br><br>Explore using paint on different shaped and sized paper.<br><br>Look and talk about what they have created.<br><br>Start to produce different patterns and textures.<br><br>Plan what they are going to make.<br><br>Create collaboratively sharing resources. | Know which prime colours you mix together to make secondary colours.<br><br>Produce lines of different thickness and tone using a pencil.<br><br>Start to produce different patterns and textures from observations, imagination and illustrations.<br><br>Share creations and talk about the process.<br><br>Make props and costumes for different role play scenarios. | Draw more detailed pictures of people and objects.<br>Enjoy using a variety of malleable media such as clay and salt dough.<br><br>Impress and apply simple decoration.<br><br>Plan what they are going to make.<br><br>Know how to work safely.<br><br>Share creations, talk about process and evaluate their work.<br><br>Learn how to weave with a range of fabrics. | Know some similarities and differences between materials.<br><br>Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br><br>Share creations, talk about process and evaluate their work.<br><br>Adapt work where necessary.<br><br>Collate collaboratively sharing resources, ideas and skills.<br><br>Use collaging techniques to create representations of |

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| | Know how to work safely.<br><br>Listen to short songs and rhymes.<br><br>Sing and perform nursery rhymes.<br><br>Create musical patterns using body percussion.<br><br>Explore the pulse of a song.<br><br>Understand that instruments can be played loudly or quietly. | Know that my voice or an instrument can match an action in a song.<br><br>Recognise that sounds can be long or short.<br><br>Use costumes, story maps, props, puppets to retell stories. | Explore different techniques for joining materials (PVA, tape, masking tape, glue stick, split pins).<br><br>Use a variety of malleable media such as clay, foam, clay and dough.<br><br>Create musical patterns using untuned instruments.<br><br>Understand that we can match our body movements to the speed or pulse of music.<br><br>Know that a beat is a steady pulse of a song.<br><br>Recognise that music is fast or slow.<br><br>Begin to create costumes for role play.<br><br>Act out well known stories. | Return to and build upon their previous learning.<br><br>Explore collaging techniques.<br><br>Move in time to music and learn dance routines.<br><br>Understand that a piece of music can tell a story with sounds.<br><br>Know that different instruments can sound like a particular character.<br><br>Understand what high and low notes are. | Act out well known stories.<br><br>Explore collaging techniques.<br><br>Recognise that voice is an instrument, can imitate sounds from the world around us.<br><br>Know that the beat is the steady pulse of a song.<br><br>Recognise music that is fast or slow. | people, places and objects.<br><br>Invent their own narratives, making costumes and resources.<br><br>Create own compositions using xylophones.<br><br>Understand that performing means playing a finished piece of music for an audience.<br><br>Know that music often has more than one instrument being played at a time. |
| Assessment | <u>Creating with Materials</u><br><br>I know some different tools to use when painting.<br><br>I know the names of colours. | <u>Creating with Materials</u><br><br>I can join materials together in different ways e.g. sellotape, glue etc. | <u>Creating with Materials</u><br><br>I can select appropriate materials for the task set<br><br>I can use scissors and one handed tools to | Creating with Materials<br><br>I know how to mix colours accurately.<br><br>I know how to improve and refine my ideas | <u>Creating with Materials</u><br><br>ELG:<br>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;<br><br>Share their creations, explaining the process they have used; | |

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| | I can mix some colours.<br><br>I develop my own ideas and then decide which materials to use to bring my ideas to life.<br><br>I can join some materials together<br><br><u>Being Imaginative and Expressive</u><br><br>I can take part in simple pretend play, using props and objects to support me.<br>I can use blocks/construction toys to build complex 'small worlds'.<br><br>I can sing a favourite song or rhyme and join in.<br><br>I create my own songs, or improvise a song around one that I know.<br><br>I can play instruments with some control to express my ideas.<br><br>I can move my body in response to music played | I can select materials for a purpose and explain my choices.<br><br>I know how to select colours for a purpose and mix them appropriately.<br><br>I can add finer details to my drawings.<br><br>I can work alongside my peers on models, or art work sharing resources cooperatively.<br><br><u>Being Imaginative and Expressive</u><br><br>I can make choices about how I perform and dance to a range of music.<br><br>I can sing a selection of rhymes and songs with increased accuracy.<br><br>I can use musical instruments for a purpose.<br><br>I can keep a steady beat and repeat a simple pattern. | create art safely and more accurately<br><br><u>Being Imaginative and Expressive</u><br><br>I can notice what adults do and imitate what has been observed<br><br>I can copy a series of dance moves | I can join different materials in different ways and show increased ability to problem solve.<br><br>I can explore different techniques e.g. collage, print, paint, to create art.<br><br><u>Being Imaginative and Expressive</u><br><br>I can begin to adapt well known stories into my role play with others.<br><br>I can plan and create scenarios in collaboration with others where they have different roles.<br><br>I can respond to a change in pace and rhythm with my movements. | Make use of props and materials when role playing characters in narratives and stories.<br><br><u>Being Imaginative and Expressive</u><br>Invent, adapt and recount narratives and stories with peers and their teacher;<br><br>Sing a range of well-known nursery rhymes and songs;<br><br>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music |

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| | | I can use more complex narratives in my small world play | | | |