

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Nursery	<p>Children will know and retell the story 'Rosie's Walk'.</p> <p>Children will point out objects/pictures in a story.</p> <p>Children will understand and follow positional language.</p> <p>Children will understand the use of different objects e.g. pens for writing, scissors for cutting.</p> <p>Children will join in with familiar songs and rhymes.</p> <p>Children will know and use vocabulary linked to their project</p>	<p>Children will know and retell the story "Dinosaur roar"</p> <p>Children will answer what and when questions.</p> <p>Children will retell simple events.</p> <p>Children will join in with familiar songs and rhymes.</p> <p>Children will know and use vocabulary linked to their project</p>	<p>Children will know and retell the story 'Three little pigs'</p> <p>Children will answer how questions.</p> <p>Children will use some past tense when retelling events.</p> <p>Children will use longer sentences of four to six words.</p> <p>Children will join in and anticipate phrases with familiar songs and rhymes.</p> <p>Children will know and use vocabulary linked to their project</p>	<p>Children will know and retell the story 'We're going on a bear hunt'</p> <p>Children will answer who questions.</p> <p>Children will use past tense when retelling events.</p> <p>Children will join in and anticipate phrases with familiar songs and rhymes.</p> <p>Children will follow direction involving more than one instruction.</p> <p>Children will know and use vocabulary linked to their project</p>	<p>Children will know and retell the story "Jasper's Beanstalk"</p> <p>Children will answer why questions.</p> <p>Children will retell events using a range of tenses.</p> <p>Children will anticipate what might happen next in stories.</p> <p>Children will make suggestions in new songs and rhymes.</p> <p>Children will use longer sentences, using words such as 'because'.</p> <p>Children will know and use vocabulary linked to their project</p>	<p>Children will know and retell the story 'Dear Zoo'</p> <p>Children will answer who, what, when, where, why and how questions using "because".</p> <p>Children will retell events with more detail and a range of tenses.</p> <p>Children will make suggestions in new songs and rhymes.</p> <p>Children will know and use vocabulary linked to their project</p>
	Reception	<p>Children will know and retell 'The Little Red Hen'.</p> <p>Children will listen carefully to a story.</p> <p>Children will ask what questions.</p> <p>Children will know and use vocabulary linked to their project</p> <p>Children will talk about experiences which are familiar to them.</p> <p>Children will use talk routines and social phrases.</p> <p>Children will understand how to listen carefully and why listening is important.</p> <p>Children will develop social phrases.</p>	<p>Children will know and retell "peace at last"</p> <p>Children will join in with repeated refrains in a story.</p> <p>Children will begin to use talk to organise thinking, explain how things work and why they might happen.</p> <p>Children will follow simple instructions.</p> <p>Children will ask who questions.</p> <p>Children will know and use vocabulary linked to their project</p> <p>Children will take part in discussions.</p>	<p>Children will know and retell 'Three billy goats gruff'</p> <p>Children will talk about key events in a story.</p> <p>Children will ask how and why questions.</p> <p>Children will know and use vocabulary linked to their project 'I wonder why things happen?'</p> <p>Children will follow two part instructions.</p> <p>Children will invent their own stories.</p> <p>Children will describe events in detail.</p> <p>Children will use well-formed sentences.</p>	<p>Children will know and retell 'How to catch a star'.</p> <p>Children will identify the main characters in the story and talk about their feelings.</p> <p>Children will ask where questions.</p> <p>Children will know and use vocabulary linked to their project 'I wonder what is out there?'</p> <p>Children will use time connectives.</p> <p>Children will link ideas using connectives.</p> <p>Children will confidently use talk to organise thinking, explain how things work and why they might happen.</p>	<p>Children will know and retell 'Jack and the beanstalk.'</p> <p>Children will link events in a story to their own experiences.</p> <p>Children will ask when questions.</p> <p>Children will ask questions to clarify their understanding.</p> <p>Children will ask open questions.</p> <p>Children will hold conversations in small groups and I:I.</p> <p>Children will know and use vocabulary linked to their project</p>	<p>Children will know and retell 'Little Red Riding Hood'.</p> <p>Children will 'hot seat' characters from a story.</p> <p>Children will know and use vocabulary linked to their project</p> <p>Children will use tense with some accuracy.</p> <p>Children will link events to their own experiences and describe in detail.</p>
<p>In Early Years we prioritise spending time with the children in provision to model a wide range of vocabulary in different contexts, have back and forth interactions and ask open-ended questions to find out more about the children's learning and check their understanding. We have twice daily story times using high quality texts including non-fiction books, poetry and rhymes, poems and songs. Children listen to and talk about stories to build familiarity and understanding and pay attention to how rhymes and songs sound.</p>							

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional	Nursery	<p>Children will separate from main carer to come into school.</p> <p>Children will play alone and alongside others.</p> <p>Children will help at tidy away time.</p> <p>Children will know to wash and dry their hands before eating and after using the toilet/messy activities.</p> <p>Children will know to drink water and milk to be healthy.</p>	<p>Children will know what adults can help them at school.</p> <p>Children will play with other children.</p> <p>Most children will use the toilet independently and know to wash their hands.</p> <p>Children know the effects of exercise on their body.</p> <p>Children will use simple words to express their emotions.</p> <p>Children will notice and talk about differences between themselves and others.</p> <p>Children know about recycling.</p> <p>Children will take on daily roles or tasks e.g. milk monitor</p>	<p>Children will become confident to speak in a small group.</p> <p>Children will share resources and play in a group.</p> <p>Children use the toilet independently and wash hands.</p> <p>Children will know examples of healthy food.</p> <p>Children will know to brush their teeth to be healthy.</p> <p>Children make decisions about their self-chosen play and seek out adults to help them achieve a goal.</p> <p>Children will know that other children have different likes and feelings.</p> <p>Children proactively recycle their rubbish.</p>	<p>Children will show confidence when trying new activities.</p> <p>Children will take turns whilst playing and waiting patiently to have a go.</p> <p>Children will explain the rules in school and know how to follow them.</p> <p>Children will talk about the similarities and differences between themselves and others.</p> <p>Children will talk about their feelings and suggest resolutions to problems.</p> <p>Children will know how someone else is feeling.</p> <p>Children will know how to save energy in school.</p>	<p>Children will show confidence in new situations with unfamiliar adults.</p> <p>Children will listen to suggestions from others in play.</p> <p>Children can talk about how others are feeling and know how they can help.</p> <p>Children will know how to "Take 5" when they feel upset or angry.</p> <p>Children will name some ways to be healthy including exercise and food choice.</p> <p>Children will be responsible for caring for a plant or animal.</p>	<p>Children will show confidence when speaking in larger groups.</p> <p>Children will know how to resolve conflict with others in play situations and show more impulse control.</p> <p>Children will adapt their behaviour to new situations and talk about the expectations in different events and situations.</p> <p>Children will follow the school rules without adult reminders.</p> <p>Children explain how to be healthy and independently make healthy lifestyle choices.</p> <p>Children will talk about how we look after our environment.</p> <p>Children will regularly visit and develop the edible garden.</p>
	Reception	<p>Children will see themselves as unique and as a valuable individual by sharing their hobbies and interests.</p> <p>Children will follow class rules.</p> <p>Children will listen to each other.</p> <p>Children will know how healthy eating is important for their health.</p> <p>Children will know how regular teeth brushing is important for their health.</p> <p>Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p> <p>Children will know how to identify and express their feelings, using books such as 'The Colour Monster' to support understanding.</p> <p>Children will know how regular exercise is important for their health.</p>	<p>Children will know how to be helpful by taking on jobs such as serving snack and washing up.</p> <p>Children will know the school rules - aim high, be kind.</p> <p>Children will know how to deal with anger and explain this to others.</p> <p>Children will build constructive and respectful relationships.</p>	<p>Children will know how to make the right choice and the consequences of not doing so.</p> <p>Children will know how to treat others in our class using the statement 'be kind'.</p> <p>Children will identify and moderate their own feelings.</p> <p>Children will describe their emotions and understand the feelings of others.</p> <p>Children will know and talk about the different factors that support their overall health and wellbeing - sensible amounts of screen time.</p>	<p>Children will know the effects of their behaviour on others.</p> <p>Children will know how to stay calm.</p> <p>Children will understand the feelings of others and regulate behaviour accordingly.</p> <p>Children will identify and moderate their own feelings socially and emotionally.</p> <p>Children will explain the reasons for the rules.</p> <p>Children will know and talk about the different factors that support their overall health and wellbeing - physical activity, healthy eating and sleep routine.</p>	<p>Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p> <p>Children will show resilience and perseverance in the face of challenge.</p> <p>Children will think about the perspectives of others.</p> <p>Children will reflect on their work.</p> <p>Children will talk about how they resolved a problem.</p> <p>Children will manage their own basic hygiene.</p> <p>Children will know how to be a safe pedestrian and why this is important.</p> <p>Children will think about the feelings of others.</p>	<p>Children will know how to overcome challenges, using books such as 'The Most Magnificent Thing'.</p> <p>Children will follow instructions involving several ideas.</p> <p>Children will respond when engaged in an activity.</p> <p>Children will 'be kind' to our planet.</p> <p>Children will be confident to try new activities and show independence.</p>
<p>In Early Years we give children the opportunity to achieve a goal and have the confidence in their own abilities by increasing the range of resources and challenges within our environment as the year progresses. We model activities and encourage children to join in whilst giving them plenty of time to explore, practise and perfect their skills. The children are involved in the layout of the classroom and their interests are taken into consideration when enhancing and adapting the environment. Children will manage their personal hygiene effectively.</p>							

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Physical	Nursery	Children will know how to ride a scooter.	Children will know how to ride a tricycle.	Children will know how to hop and stand on one leg.	Children will navigate confidently around obstacles when running, skipping and hopping by adjusting speed or direction.	Children will know how to throw and catch a ball.	Children will ride a balance bike.
		Children will run with spatial awareness and begin to negotiate space.	Children will put on their own coat.	Children will show a preference for a dominant hand.	Children will explain what happens to their body as they exercise.	Children will join materials together by threading and tying.	Children will kick a ball at a target.
		Children will copy large movements with scarves involving up and down, side to side and wiggle movements.	Children will copy circles.	Children will draw lines and circles freely.	Children will explain why they need to wash their hands regularly.	Children will use a comfortable grip when holding a pen or pencil.	Children will hit a ball with a bat.
		Children will wash and dry their hands after using the toilet and before eating.	Children will carry large items safely with others.	Children will use scissors to cut across paper.	Children will use scissors to cut along lines.	Children will use scissors to cut out a simple shape.	Children will use scissors to cut out a simple shape.
		Children will observe changes to their body as they exercise.	Children will use scissors to make snips in paper.	Children will use scissors to cut across paper.	Children will use scissors to cut along lines.	Children will copy some letters in their name.	Children will form some letters in their name correctly.
		Children will copy horizontal and vertical lines.	Children will know why we need to wash our hands regularly.	Children will make large anticlockwise movements.	Children will use scissors to cut along lines.	Children will draw a figure of 8, retracing lines.	Children will dress and undress independently.
		Children will jump with two feet leaving the floor.	Children will use a fork independently	Children will retrace vertical lines with scarves (the hook) and copy spiral movements.	Children will zip up their own coat.	Children will draw and retrace straight lines.	
		Children will explore large mark making to develop cross the mid-line movements.	Children will copy large movements with scarves involving circular and arch movements.	Children will retrace vertical lines when drawing.	Children will use a knife and fork with some support.		
			Children will draw large circles and arches.	Children will crawl and walk over apparatus.	Children will retrace wavy lines with scarves and crayons.		
			Children will show an awareness of musical time, pace, rhythms, and mood	Children will know how to climb using alternate feet.	Children will begin to create a figure of 8 with scarves using large scale movements.		
			Children will copy and repeat some basic dance actions	Children will jump from low equipment and land with their knees bent.			
			Children will respond to a range of stimuli such as stories, songs, music and voice	Children will balance along a wide beam.			
			Children will express ideas and feeling through dance movements				
			Children will travel on their feet in a variety of ways with changes of speed and levels				
			Children will travel with some control and co-ordination				
			Children will copy simple shapes with their body				
			Children will start and stop on a given signal and listen to instructions				
			Children will move with some confidence and imagination with a partner				
			Children can perform with and show an awareness of others in a group				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Children will know how to ride a balance bike.</p> <p>Children will know how to hop, skip and jump.</p> <p>Children will hold a pencil beyond whole hand grip.</p> <p>Children will lift, carry, push, pull, construct, stack and climb.</p> <p>Children will draw lines and circles.</p> <p>Children will crawl, walk, jump, run, hop, roll, skip and climb.</p> <p>Children will experiment with different ways of moving.</p> <p>Children will show some basic control and coordination when remaining still.</p> <p>Children will perform some point balances.</p> <p>Children will perform different jumps from a standing position.</p> <p>Children will perform leaps.</p> <p>Children will perform bridge and front support.</p> <p>Children will perform some rolls, egg roll, pencil roll, teddy bear, forward roll,</p> <p>Children will link and repeat basic actions to copy or create a movement phrase with a beginning, middle and end.</p> <p>Children will copy and explore basic actions with some control and coordination.</p>	<p>Children will know how to do up and undo buttons.</p> <p>Children will use tools to effect changes to materials.</p> <p>Children will show a preference to a dominant hand.</p> <p>Children will move to music.</p> <p>Children will respond to a range of stimuli such as stories, songs, music, and voice and represent their feelings.</p> <p>Children will copy a simple phrase and perform a short dance with a planned structure</p> <p>Children will recognise repeated sounds and sound patterns and match movements to music</p> <p>Children will copy simple shapes with their body and create some of their own</p> <p>Children will perform a freeze frame</p> <p>Children will copy their partner to make a mirror image</p> <p>Children will perform in a group</p>	<p>Children will know how to use a knife and fork.</p> <p>Children will write some letters with correct letter formation.</p> <p>Children will button clothing.</p> <p>Children will cut with scissors.</p> <p>Children will progress towards a more fluent style of moving, with developing control and grace.</p> <p>Children will climb apparatus confidently and safely.</p> <p>Children will move across apparatus in a range of ways.</p> <p>Children will jump and land safely from equipment.</p> <p>Children will explore different jumps.</p> <p>Children will balance in different ways on equipment.</p> <p>Children will copy and create basic phrases with a beginning, middle and end.</p>	<p>Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will hold a pencil with tripod grip.</p> <p>Children will form letters with almost all letters formed correctly.</p> <p>Children will balance on one leg.</p> <p>Children will spin, rock, tilt, fall, slide and bounce.</p> <p>Children will develop overall body strength, coordination, balance and agility.</p> <p>Children will respond to a range of stimuli such as stories, songs, music, and voice and represent their feelings.</p> <p>Children will create a simple phrase and perform a short dance with a planned structure</p> <p>Children will create a range of shapes with their body and with a partner.</p> <p>Children will copy their partner to make a mirror image</p> <p>Children will perform in a group</p>	<p>Children will know how to throw and catch different sized balls.</p> <p>Children will aim, dribble, push, throw, catch, pat, kick, pass and bat a ball.</p> <p>Children will throw balls at a target with accuracy.</p> <p>Children will throw underarm and overarm and begin to understand which throw is preferable to achieve a goal.</p> <p>Children will know how to kick and pass different sized balls.</p> <p>Children will know how to bat and aim using different sized balls.</p> <p>Children will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball, tracking, intercepting, stopping and catching.</p> <p>Children will use one hand consistently for fine motor tasks.</p> <p>Children will cut along a straight line using scissors and start to cut along a curved line.</p> <p>Children will use a knife and fork.</p> <p>Children will move over, under, through and around equipment.</p> <p>Children will combine movements with fluency and ease.</p>	<p>Children will know how to correctly form capital letters.</p> <p>Children will draw diagonal lines.</p> <p>Children will draw pictures which are recognisable.</p> <p>Children will develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Children will throw and aim with more control.</p> <p>Children will negotiate obstacles when running.</p> <p>Children will jump over objects.</p> <p>Children will change speed and direction when running.</p>

In Early Years we give children a wide range of resources and activities both indoors and outdoors to develop their gross and fine motor skills. Children are regularly given the opportunity to transfer physical skills learnt in one context to another one through activities. Through dedicated PE sessions children are given opportunities to develop their overall body strength by learning disciplines including dance, gymnastics and sports. Children are given opportunities to develop the skills they need to manage the school day such as lining up appropriately, giving others personal space and having good table manners. Children will develop their fine motor skills by having consistent access during play to pencils, paintbrushes and scissors and will practise using cutlery at lunch times. During many activities, children will use their core muscle strength to achieve a good posture when sitting at a table or on the floor.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Nursery	<p>Children will join in with familiar stories, poems and rhymes.</p> <p>Children understand that print has meaning.</p> <p>Children will fill in rhyming words in stories.</p> <p>Children will know how to draw horizontal and vertical lines.</p> <p>Children will recognise their name.</p>	<p>Children will recognise familiar signs and logos.</p> <p>Children will know who the characters are in stories.</p> <p>Children know that we read from left to right.</p> <p>Children will talk about events in stories in the correct sequence.</p> <p>Children will clap syllables in a word.</p> <p>Children will know how to draw circles.</p>	<p>Children know print has meaning and 'read' a range of text types.</p> <p>Children know what an author and illustrator is.</p> <p>Children can suggest how a story might end.</p> <p>Children can sequence 3 events in a story.</p> <p>Children will know how to draw diagonal lines.</p> <p>Children will clap the syllables in words.</p>	<p>Children know that a book has words, pages, capital letters and full stops.</p> <p>Children will know what the setting is in stories.</p> <p>Children talk about events in the beginning, middle and end of a story.</p> <p>Children will know familiar words with the same initial sound such as mum and milk.</p> <p>Children will complete a simple story map.</p> <p>Children will give meaning to marks - "writing".</p> <p>Children can select an image by blending phonemes.</p>	<p>Children will know the five key concepts of print.</p> <p>Children will create their own story maps,</p> <p>Children will tell their own stories with a beginning, middle and end.</p> <p>Children will find the odd one out in a rhyming set.</p> <p>Children will identify the initial sound in words.</p>	<p>Children will explain the five key concepts of print.</p> <p>Children will innovate a well-known text.</p> <p>Children will create their own stories.</p> <p>Children will continue a rhyming string.</p> <p>Children will segment the sounds in CVC words.</p> <p>Children will write their name.</p> <p>Children will use letters in their writing.</p>
	Reception	<p>Children will understand that print has meaning, print can have different purposes, we read print from left to right and top to bottom and know the names of different parts of a book.</p> <p>Children will recognise some written names of others e.g. friends and family.</p> <p>Children will sequence 5 events in familiar stories.</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will write the initial sounds in words.</p> <p>Children will orally blend and segment CVC words.</p> <p>Children will know some tricky words.</p>	<p>Children will retell stories with more detail.</p> <p>Children will innovate stories.</p> <p>Children will write CVC words and simple CVC sentences.</p> <p>Children will form lower case letters correctly.</p> <p>Children will identify the beginning, middle and end of a story.</p> <p>Children will demonstrate an understanding of what has been read to them.</p> <p>Children will read and write CVC words.</p> <p>Children will read all phase 2 tricky words.</p> <p>Children will read digraphs 'ck' 'ss' 'll' 'ff'.</p> <p>Children will read simple phrases and sentences made up of words with known GPCs.</p> <p>Children will write labels and sentences.</p>	<p>Children will describe key characters in more detail.</p> <p>Children will invent stories with detail.</p> <p>Children will anticipate key events in stories.</p> <p>Children will read phase 3 digraphs.</p> <p>Children will form capital letters correctly.</p> <p>Children will write simple instructions.</p>	<p>Children will describe settings in more detail.</p> <p>Children will read words with developing fluency.</p> <p>Children will use vocabulary and forms of speech which are increasingly influenced by their experience of books.</p> <p>Children will develop their own narratives and explanations by connecting ideas and events.</p> <p>Children will write questions.</p>	<p>Children will explain the main events in stories in detail.</p> <p>Children will write for a purpose, including in their play.</p> <p>Children will write more than one sentence.</p> <p>Children will read two syllable words and CVCC and CVCC words.</p> <p>Children will re-read writing to make sure it makes sense.</p> <p>Children will write a short story.</p>	<p>Children will make predictions.</p> <p>Children will understand what a non-fiction book is.</p> <p>Children will sort books into categories.</p> <p>Children will read simple sentences with fluency.</p> <p>Children will write sentences using capital letters, full stops and finger spaces.</p> <p>Children will write a story.</p>
<p>In Early Years we aim to give children a life-long love of reading by reading to and with children regularly. We share a wide range of books with children including picture books, those with no text, non-fiction books, rhymes and poetry and give children the opportunity to share their thoughts and opinions in order to develop their understanding further. We provide children with opportunities to write indoors and outdoors on a range of resources including paper, chalkboards, whiteboards, LED writing tablets and interactive whiteboards. Children also have free access to a variety of mark making tools including pens, pencils, chalks, wax crayons, chalk pens and paint pens.</p> <p>Children complete daily phonics lessons and learn common exception words in the order which matches the agreed phonics programme. In Foundation 2, children will take home reading books which they will read and re read linked to their phonic knowledge.</p>							

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Nursery	<p>Children will sort by colour, size and object (given criteria).</p> <p>Children will complete an AB pattern.</p> <p>Children can find an error in an AB repeating pattern.</p> <p>Children will understand and follow positional language.</p>	<p>Children will compare more and fewer.</p> <p>Children will subitise to 3</p> <p>Children can count with 1:1 correspondence to 3 and know there are 3.</p> <p>Children will identify a circle and a triangle.</p> <p>Children will recite numbers to 5.</p> <p>Children will make marks to represent numbers.</p>	<p>Children will count in correspondence to 5, knowing that the total is 5.</p> <p>Children use language such as heavy and light and can say which is heaviest or lightest.</p> <p>Children know when a container is full or empty.</p> <p>Children sing songs involving 1 more and 1 less.</p> <p>Children can identify a rectangle and a square.</p> <p>Children use the language "more than" and "fewer than".</p>	<p>Children name 2D shapes and sort them by properties.</p> <p>Children will combine shapes to make new shapes.</p> <p>Children will name 3D shapes.</p> <p>Children use language long and short and can say which is the longest and which is the shortest.</p> <p>Children use language tall and short and can say which is the tallest and which is the shortest.</p> <p>Children will recite numbers to 10.</p> <p>Children will say 1 more than a number to 5.</p>	<p>Children will subitise to 5</p> <p>Children will accurately count up to 10 objects.</p> <p>Children will recognise numbers to 10.</p> <p>Children will sequence numbers to 10.</p> <p>Children will draw the correct number of marks to represent numbers to 5.</p> <p>Children will solve simple problems involving addition and subtraction.</p> <p>Children will use positional language.</p>	<p>Children can 'make' numbers to 5.</p> <p>Children can subitise to 5 and use this when talking about numbers.</p> <p>Children form numbers correctly.</p> <p>Children will solve simple problems involving number.</p> <p>Children will recite numbers to 20.</p>
	Reception	<p>Children will match pictures and objects.</p> <p>Children will identify sets.</p> <p>Children will sort objects by type.</p> <p>Children will explore sorting techniques and create their own sorting rules.</p> <p>Children will compare amounts using the vocabulary of more than, less than, fewer, the same as, equal to.</p> <p>Children will compare length, weight and capacity.</p> <p>Children will continue, copy and create AB, ABB and ABC patterns and notice and correct errors.</p> <p>Children will subitise.</p>	<p>Children will represent, compose and compare numbers to 5.</p> <p>Children will automatically recall number bonds to 5.</p> <p>Children will order numbers and amounts to 5.</p> <p>Children will estimate before counting to check.</p> <p>Children will count out up to 5 objects from a larger amount.</p> <p>Children will identify and describe circles, triangles, squares, rectangles and pentagons.</p> <p>Children will use positional language Including in between, beside, middle, above, below, outside, inside, beneath,</p> <p>Children will identify one more and one less within 5.</p>	<p>Children will identify 0.</p> <p>Children will represent, compose and compare numbers to 8.</p> <p>Children will combine 2 groups.</p> <p>Children will compare length and height.</p> <p>Children will make pairs.</p> <p>Children will sequence events by time.</p> <p>Children will link the number symbol with its cardinal value.</p> <p>Children will count objects, actions and sounds and link numbers to their cardinal value.</p>	<p>Children will represent, compose and compare numbers to 10.</p> <p>Children will automatically recall some number bonds to 10.</p> <p>Children will count forwards and backwards within 10.</p> <p>Children will identify, sort and describe a cube, sphere, cylinder and cone.</p> <p>Children will select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Children will continue, copy and create AABB and ABBBB patterns and notice deliberate errors.</p> <p>Children will understand the one more than/one less than relationship between consecutive numbers.</p>	<p>Children will build and identify and compare numbers to 20.</p> <p>Children will match patterns using tangrams and shapes.</p> <p>Children will compose and decompose shapes so that they recognise that a shape can have other shapes within it, just as numbers can.</p> <p>Children will add more and take away within 20.</p>	<p>Children will double within 10.</p> <p>Children will equally share into two or more groups.</p> <p>Children will identify even and odd numbers up to 10.</p> <p>Children will use their knowledge of number to solve problems.</p>
<p>In Early Years we aim for our children to have a strong grounding in numbers up to 10, the relationships between them and the patterns within those numbers. We encourage our children to use manipulatives to develop a secure base of number knowledge and provide a curriculum that gives children rich opportunities to develop their spatial reasoning skills across all areas of maths including space, shape and measure.</p>							

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	History	<p>Children will talk about what they did when they were a baby.</p> <p>Children know they were a baby and how they have changed.</p> <p>Children will talk about their own family.</p> <p>Children will use the visual timetable to say what has already happened and what will happen next.</p>	<p>Children will know about remembrance day.</p> <p>Children know that some things happened a very long time ago.</p>	<p>Children will play with items and artefacts and know they are from the past e.g. homes, technology</p> <p>Children will sequence events in order (stories and real-life)</p>	<p>Children will understand that some things happened in the past and develop their awareness of yesterday, last week, last year.</p>	<p>Children will find out about St. George's day and how we celebrate.</p> <p>Children will talk about significant events in their own life e.g. birthdays</p>	<p>Children will develop their understanding of the future - moving on to reception.</p> <p>Children will talk about the things they have done whilst in FI using the past tense.</p>
	Geography	<p>Children will visit the library and church and talk about their location.</p> <p>Children will talk about differences and similarities between themselves and people in their local community.</p> <p>Children know how to find different areas of the unit.</p>	<p>Children will know that a globe represents the world.</p> <p>Children know about different areas in school.</p>	<p>Children will know the name of the village that our school is in.</p>	<p>Children will know that there are different countries in the world.</p> <p>Children will know different ways they can travel to other countries.</p> <p>Children will know about similarities and differences between England and another country.</p> <p>Children know that the weather is different in different countries.</p>	<p>Children will know that they live in England.</p> <p>Children will find out about the flag of England.</p>	<p>Children will use simple orienteering skills using observation and familiar routes.</p>
	RE	<p>Children will know how and why people celebrate Harvest Festival.</p>	<p>Children will know that some people celebrate Diwali and how they prepare.</p> <p>Children will know that some people celebrate Christmas and how they prepare.</p>	<p>Children will know how people celebrate Chinese New Year.</p>	<p>Children will know how and why people celebrate shrove Tuesday.</p> <p>Children will find out about Palm Sunday.</p> <p>Children will know some people celebrate Easter.</p> <p>Children will know how people celebrate Holi festival</p>	<p>Children will know that some people celebrate Eid and how they prepare.</p>	<p>Children will talk about their own beliefs and celebrations, recalling past experiences.</p>
	Computing	<p>Children will know how to use the interactive whiteboard.</p>	<p>Children will know how to use a camera on the iPad.</p>	<p>Children will know how to select and play an app on an iPad.</p>	<p>Children will know how to make digital art on the iPad/IWB.</p>	<p>Children will know how to play interactive games on the iPad/IWB.</p>	<p>Children will learn how to operate wind-up toys and pulleys.</p>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the world	Nursery	<p>Humans</p> <p>Children will describe humans at different ages / life stages.</p> <p>Children will talk about how they have changed since they were babies.</p> <p>Children will talk about the differences between a babies needs and their own.</p>	<p>Humans</p> <p>Children will compare smells, sounds, tastes and textures.</p> <p>Children will talk about how they use their senses.</p> <p>Children can talk about what they see when using a magnifying glass.</p> <p>Children will talk about how they use their senses when exploring the worlds around them and natural objects.</p> <p>Sound:</p> <p>Children will make sounds with a range of objects.</p> <p>Children will recognise and describe the sounds made by different objects.</p> <p>Children do not damage living things they encounter - ongoing.</p> <p>Children show care and encourage others to care for the natural environment - ongoing.</p>	<p>Electricity:</p> <p>Children will know that some things require electricity to work.</p> <p>Children can switch devices on and off.</p> <p>Children can identify devices that use batteries and those that use mains electricity.</p> <p>Children will explain what electrical devices do.</p> <p>Children will name a range of materials.</p> <p>Children will know how materials change when melting and freezing.</p> <p>Materials:</p> <p>Children will name the material they are using.</p> <p>Children will talk about one property of the material.</p>	<p>Materials:</p> <p>Children will talk about ingredients for recipes.</p> <p>Children will talk about how mixtures change when ingredients are added.</p> <p>Children will talk about how materials change when heated/cooked/frozen.</p> <p>Forces:</p> <p>Can identify objects that float and sink.</p> <p>Children will identify objects whose shape can be changed and talk about how they changed their shape.</p> <p>Children will describe what they feel when exploring magnets.</p> <p>Children will describe what they feel and see when pushing, pulling, bending and twisting objects e.g. springs, elastics, wind-up toys, gears, pulleys etc.</p> <p>Children will describe what they feel when riding bikes and scooters on different surfaces and ramps.</p>	<p>Animals:</p> <p>Children will name and describe animals they have encountered.</p> <p>Children will talk about how they cared for the eggs/animals.</p> <p>Children will describe how baby animals change over time.</p> <p>Children will animals to their young and name them.</p> <p>Plants</p> <p>Children will identify seeds and bulbs and know some differences between them.</p> <p>Children will talk about how they planted and cared for seeds and bulbs.</p> <p>Children can explain that a seed grew into a plant then died.</p> <p>Children will know that a caterpillar comes from an egg and grows into a butterfly.</p> <p>Children will know how to respect and care for living things.</p> <p>Living things and their habitats</p> <p>Children will name and describe objects in natural collections including patterns.</p> <p>Children will group similar objects together.</p> <p>Children will draw natural objects including some patterns.</p> <p>Children will identify natural objects that have come from plants and animals.</p> <p>Children do not damage living things they encounter - ongoing.</p> <p>Children show care and encourage others to care for the natural environment - ongoing.</p> <p>ANIMALS PLANTS</p>	<p>Light</p> <p>Children will know how and why we need to care for our environment.</p> <p>Children will name different light sources.</p> <p>Children will describe and compare the brightness of light sources.</p> <p>Children will identify reflective and non-reflective materials.</p> <p>Children will identify materials that block light.</p> <p>Children will notice their own reflection in objects.</p>

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the world	Reception	History	<p>Children will know how they have changed from being a baby to being 4/5 by commenting on images of familiar situations in the past.</p> <p>Children will talk about their family and friends and know similarities and differences between them.</p> <p>Children will sequence events in chronological order. (link to stories)</p>	<p>Children will explore images, stories and artefacts from the past.</p> <p>Children will compare and contrast characters from stories, including figures from the past.</p> <p>Children will know that events in the past have impacted celebrations and events today e.g. Christmas, remembrance day</p> <p>Children will understand the word 'past' and know that some things happened before they were born.</p>	<p>Children will identify objects from the past and identify similarities and differences between objects today e.g. telephones, quills,</p> <p>Children will compare and contrast homes from today and those in the past.</p> <p>Children will ask questions about artefacts.</p> <p>Children will visually represent their own day on a timeline - link to days of the week.</p>	<p>Children will know who Neil Armstrong is and why he is important.</p> <p>Children will identify objects from the past and identify similarities and differences between objects today - linked to transport and toys</p>	<p>Children will know that the present is now.</p> <p>Children will talk about events that happened in the past, those that are happening now and those that will happen in the future.</p> <p>Children will know who David Attenborough is and why he is important.</p>	<p>Children will look at images from the past and present and identify similarities and differences.</p> <p>Children will know how the past is represented through artefacts, photographs and stories.</p> <p>Children will compare their own experiences to similar experiences in the past.</p>
		Geography	<p>Children will identify typical weather in Autumn.</p> <p>Children will navigate around their classroom and outdoor areas.</p> <p>Children will know the village, road and city which Abbey Gates is in.</p>	<p>Children will notice changes in the leaves, weather and season.</p> <p>Children will know that our village is in England.</p> <p>Children will draw information from a map.</p> <p>Children will describe what they see, feel and hear whilst outside.</p>	<p>Children will identify typical weather in Winter.</p> <p>Children will know the name of the road that our school is on.</p> <p>Children will explore aerial maps of our school and identify key features.</p> <p>Children will know that the green on a globe is land and the blue is sea.</p> <p>Children will recognise that some environments are different from the one in which they live.</p>	<p>Children will identify typical weather in Spring.</p> <p>Children will recognise some similarities and differences between life in our village and life in Africa.</p> <p>Children will draw real and imaginary maps.</p> <p>Children will know that we do not have certain animals in England and will compare with Africa.</p> <p>Children will know that a globe shows different countries around the world.</p> <p>Children will know how they got to school and the transport they used and understand differences between transport in this country and another country.</p> <p>Children will draw information from a simple map.</p>	<p>Children will talk about their home and what is near their home.</p> <p>Children will recognise features of their local environment.</p> <p>Children will know that we can only grow certain fruit/vegetables in England.</p> <p>Children will know that different foods are grown around the world.</p> <p>Children will explore the natural world around them.</p>	<p>Children will identify typical weather in Summer.</p> <p>Children will understand the effect of changing seasons on the natural world around them.</p> <p>Children will know about recycling and how to look after our planet.</p> <p>Children will recognise that some environments vary to the one in which they live, comparing weather and climate.</p> <p>Children will know some key features of towns and cities.</p> <p>Children will know that London is the capital city of England.</p>
		RE	<p>Children will know what is special to them and their families.</p> <p>Children will name and describe people who are familiar to them.</p> <p>Children will recognise and name a church.</p>	<p>Children will know the story of Diwali and make links to prior learning.</p> <p>Children will know the Christian Christmas story.</p> <p>Children will recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Children will explain the purpose of a church.</p> <p>Children will understand that some places are special to members of their community.</p>	<p>Children will know the Easter story.</p> <p>Children will recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Children will name and explain the purpose of a mosque.</p> <p>Children will know why Muslims celebrate Eid and make links to prior learning.</p>	<p>Children will know what the bible is and why it is important to Christians.</p> <p>Children will talk about members of their immediate family and community.</p>
		Computing	<p>Children will know how to use an iPad to select the camera, take and view photos and videos.</p>	<p>Children will know how to use keys on a keyboard to type their name.</p>	<p>Children will know how to use a trackpad to move a cursor.</p>	<p>Children will know how to programme a beebot.</p>	<p>Children will know how to programme a codeapillar.</p>	<p>Children will know how to ask google a question using dictation to find and retrieve information.</p>

Understanding the words	Reception	Science	<p>Children will know that this time of year is Autumn and talk about the weather and the living things they see in the playground.</p> <p>Children will talk about how they look after themselves and how other people look after them (ongoing).</p> <p>Children will describe themselves, their family, friends and community</p> <p>Children will create pictures of themselves, family, friends and community and identify their distinguishing features.</p> <p>Children will talk about what they see when using a mirror.</p> <p>Children will compare hand, foot and fingerprints and talk about how they are different.</p>	<p>Children will name and describe animals that live in different habitats.</p> <p>Children will describe different habitats.</p> <p>Children will identify differences between day and night.</p> <p>Children will talk about animals that are active at night.</p>	<p>Children will know that this time of year is Winter and talk about the weather.</p> <p>Children will talk about the living things they see in the playground.</p> <p>Children will talk about how they changed objects to make them float or sink.</p> <p>Children will name the material they are using and why.</p> <p>Children will talk about multiple properties of the material and why it is suited for its purpose.</p> <p>Children will observe changes in their natural world and say why it is different now or will change in the future.</p> <p>Children will compare and describe how materials change over time and in different conditions.</p> <p>Children will talk about how balls bounce.</p> <p>Children will compare how different boats and aeroplanes perform.</p> <p>Children will describe how objects fall with and without a parachute.</p> <p>Children will describe how a marble moves through different liquids.</p>	<p>Children will know that this time of year is Spring, and talk about the weather.</p> <p>Children will identify the sun, moon and stars and talk about how they are different from Earth.</p> <p>Children will talk about differences between being on earth and travelling in space.</p> <p>Children will describe the movement of falling objects.</p> <p>Children will talk about how they can change how cars move down ramps or gutters.</p> <p>Children will talk about how wheels turn when sand or water is poured through them.</p>	<p>Children will talk about the living things they see in the playground.</p> <p>Children will name and describe plants and animals which they see.</p> <p>Children will talk about and compare different environments.</p> <p>Children will know that they must care for the natural environment.</p> <p>Children will name and describe plants and animals in the school grounds and their environment.</p> <p>Children will talk about how another environment is different to their surrounding natural environment.</p> <p>Children will not damage the living things they encounter in the natural environment.</p> <p>Children will name and describe animals that live in different habitats.</p> <p>Children will describe different habitats.</p>	<p>Children will know that this time of year is Summer and talk about the weather and the living things they see in the playground.</p> <p>Children will talk about the living things they see in the playground.</p> <p>Children will describe the sounds they can hear, identify the sources of sounds and describe how they make sounds.</p> <p>Children will know that sound causes vibration.</p> <p>Children will know the names of the 4 seasons and weather associated with them.</p> <p>Children will point out shadows in the playground.</p> <p>Children will explain when shadows can be seen in the playground.</p> <p>Children will talk about how shadows change during the day.</p> <p>Children will identify the light source and the object making a shadow.</p> <p>Children will identify shadows that are dark and pale.</p> <p>Children will identify and describe a rainbow.</p> <p>Children will know that light travels through transparent materials.</p>
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Expressive Arts and Design	Nursery	Music	<p>Children will listen to and join with the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Roly poly - Twinkle, twinkle, little star - The wheels on the bus - One little blue fish - Tap your sticks - IF you're happy and you know it. <p>Children will identify and match an instrument to its sound.</p> <p>Children will create sounds in vocal sound games.</p>	<p>Children will listen to and join with the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Clap your hands - 10 little fingers - Open shut them - Here is the beehive - 10 little dinosaurs - Tommy thumb <p>Children will know how instruments are played.</p> <p>Children will physically interpret the sounds of instruments eg. Tiptoeing to a xylophone.</p> <p>Children will add movement in response to music.</p> <p>Children will physically imitate the actions of musicians</p> <p>Children will tap or clap the pulse of music they are listening to.</p>	<p>Children will listen to and join with the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Tommy thumb - 1,2,3,4,5 - Little peter rabbit - Wind the bobbin - The dragon song - 5 currant buns <p>Children will use instruments to add sound effects to stories.</p> <p>Children will change the tempo and volume when playing instruments.</p> <p>Children will match music to pictures/visual resources.</p> <p>Children will talk about songs and music they like or dislike.</p>	<p>Children will listen to and join with the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Hickory dickory dock - Mix a pancake - Row, row, row, your boat - Down in the jungle - Zoom, zoom, zoom, we're going to the moon - Sleeping bunnies <p>Children will control the tempo and dynamics of music using instruments.</p> <p>Children will describe the sound of instruments.</p> <p>Children will change some or all of the words in a song.</p>	<p>Children will listen to and join with the nursery rhymes/songs:</p> <ul style="list-style-type: none"> • Incy wincy spider • Head, shoulder, knees and toes • 5 little speckled frogs • There's a tiny caterpillar on a leaf • There's a worm at the bottom of my garden • Spooky spider <p>Children will talk about how music makes them feel and respond with drawings.</p> <p>Children will clap or tap the pulse of the song they are singing.</p>	<p>Children will listen to and join with the nursery rhymes/songs:</p> <ul style="list-style-type: none"> • Dingle dangle scarecrow • One finger one thumb keep moving • 10 fat sausages • 5 little men in a flying saucer • Here is the beehive • Ten in the bed <p>Children will understand visual representations of music and play instruments with more control.</p> <p>Children will create visual representations of sounds, instruments and pieces of music.</p> <p>Children will create their own songs, merging elements of familiar songs with improvised singing.</p>
		Art	<p>Children will use their fingers and hands to paint.</p> <p>Children will draw freely.</p> <p>Children will make marks that represent people or objects.</p> <p>Children will explore and make patterns with a variety of materials and media</p>	<p>Children will explore colour mixing.</p> <p>Children will draw a simple representation of a person.</p>	<p>Children will use pencils to draw simple animals.</p> <p>Children will create artwork in the style of Yves Klein.</p>	<p>Children will select colours for a purpose.</p> <p>Children will create artwork in the style of Kadinsky.</p> <p>Children will explore painting with a range of tools, cotton buds, toothbrushes etc.</p> <p>Children will show different emotions in their drawings.</p>	<p>Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc.</p> <p>Children will make observational drawings.</p> <p>Children will create artwork in the style of Yayoi Kusama.</p> <p>Children will represent movement and sound in their artwork when painting and drawing e.g painting quickly to fast music, using straight and wavy lines</p>	<p>Children will mix colours for a purpose.</p> <p>Children will create collages using a variety of textures and techniques.</p> <p>Children will create artwork in the style of Mondrian / Matisse</p> <p>Children will add details to drawings and begin to talk about texture e.g wavy lines for hair</p>
		Design and Technology	<p>Children will know how to build structures using blocks, duplo and foam bricks.</p> <p>Children will know how to build large structures with outdoor construction materials.</p> <p>Children will know how to bake bread and talk about changes to ingredients.</p>	<p>Children will know how to create an instrument using junk modelling materials, joining with tape and glue.</p> <p>Children will know how to make salt dough and follow instructions.</p>	<p>Children will know how to plan and build a house.</p> <p>Children will know about materials and their suitability for structures.</p>	<p>Children will join and shape materials to create a model.</p> <p>Children will combine ingredients to make pancakes.</p>	<p>Children will know how to join together fabrics with glue.</p> <p>Children will know how to prepare fruit safely and use tools for chopping.</p>	<p>Children will be able to explain what they would like to create, what methods they will use and talk about what went well or how they would change it next time.</p> <p>Children will select tools for a purpose.</p>

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	Reception	Music	<p>Children will know nursery rhymes: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p> <p>Children will explore sounds and how they can be changed, tapping out simple rhythms.</p> <p>Children will find the pulse.</p> <p>Children will copy-clap the rhythm of names.</p> <p>Children will explore high and low sounds using voices and glockenspiels.</p> <p>Children will talk about how music makes them feel.</p>	<p>Children will know nursery rhymes: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Children will know the Christmas nativity songs.</p> <p>Children will join in with choreographed dances.</p> <p>Children will talk about dance and performance art, expressing their feelings and responses.</p> <p>Children will listen to a visitor play a range of instruments and identify similarities and differences.</p> <p>Children will find the pulse as a character from a song.</p> <p>Children will copy-clap the rhythm of small phrases from a song.</p> <p>Children will explore high and low pitch in the context of songs.</p> <p>Children will invent a pattern to go with a song using one note.</p> <p>Children will play glockenspiels and percussion instruments.</p> <p>Children will know that music can tell a story,</p>	<p>Children will know nursery rhymes/songs. Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know I + Head, Shoulders, Knees And Toes</p> <p>Children will invent ways to find the pulse.</p> <p>Children will copy-clap some rhythms of phrases from songs.</p> <p>Children will explore high and low pitch in the contexts of songs.</p> <p>Children will use the starting note to explore melodic patterns using one or two notes.</p> <p>Children will play glockenspiels and percussion instruments.</p> <p>Children will answer simple questions about music.</p>	<p>Children will know nursery rhymes/songs. Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Children will experiment with different ways of playing instruments, performing solo or in groups.</p> <p>Children will sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Children will find the pulse and show others their ideas.</p> <p>Children will copy clap some rhythms of phrases from songs.</p> <p>Children will explore high and low pitch using the images from songs.</p> <p>Children will use the starting note to explore melodic patterns using one or two notes.</p> <p>Children will play glockenspiels and percussion instruments.</p> <p>Children will answer simple questions about music.</p>	<p>Children will sing Big Bear Funk.</p> <p>Children will listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Children will listen to and discuss music from around the world.</p> <p>Children will explore and engage in music making and dance, performing solo and in groups.</p> <p>Children will find a funky pulse.</p> <p>Children will copy-clap 3 or 4 word phrases from a song.</p> <p>Children will keep the beat of a song with a pitched note.</p> <p>Children will add pitched notes to the rhythm of the words or phrases in a song.</p> <p>Children will play patterns using a combination of any of the three notes C, D and E.</p> <p>Children will play glockenspiels and percussion instruments.</p> <p>Children will talk about music they like and dislike and give reasons.</p> <p>Children will talk about the instruments and vocals they can hear in music.</p>	<p>Children will sing the nursery rhymes: Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p> <p>Children will know perform their own dances using steps and techniques that they have learned.</p> <p>Children will make music using different pitches.</p> <p>Children will play glockenspiels and percussion instruments.</p> <p>Children will respond to music with movements and by finding the pulse.</p> <p>Children will answer questions about how old a piece of music is.</p>

Art	<p>Children will use wax crayons, felt tips, chalks and pencils to make marks and talk about what they have drawn.</p> <p>Children will know how to mix primary colours to make secondary colours using poster paints.</p> <p>Children will know how to draw a person - head, body, arms, legs and facial features.</p> <p>Children will make observational drawings of their face, using mirrors.</p> <p>Children will make fruit and vegetable portraits in the style of Giuseppe Archimboldo.</p> <p>Children will use art and design and construction resources to build props to use within their play.</p>	<p>Children will use chalks and wax crayons to make rubbings on different surfaces and talk about texture.</p> <p>Children will explore a range of painting techniques in the style of Jackson Pollock.</p> <p>Children will use loose parts to create large transient artwork.</p> <p>Children will know which glue or tape to use for their chosen purpose.</p>	<p>Children will make observational drawings of natural objects, looking closely at details.</p> <p>Children will explore and make art in the style of Andy Goldsworthy.</p> <p>Children will explore paint including different application methods (fingers, splatter, natural materials, paintbrushes)</p> <p>Children will explore the work of Megan Coyle.</p>	<p>Children will know how to make different shades of the same colour.</p> <p>Children will explore textures e.g. wax resist lines, sponge printing</p> <p>Children will use different forms of "paint" such as mud and puddles, creating figurative and abstract art.</p> <p>Children will use mixed media scraps to create their own artwork.</p> <p>Children will know how to use and mix watercolour paints.</p>	<p>Child will mould and shape clay to make animal sculptures and add details with tools.</p> <p>Children will explore the work of Beth Cavener and Julie Wilson.</p> <p>Children will create natural landscape pictures using items they have found outdoors.</p> <p>Children will explore symmetrical patterns.</p> <p>Children will make observational drawings, using magnifying glasses to look closely at and include finer details.</p>	<p>Children will know how to stain paper and fabrics using a variety of methods.</p> <p>Children will share creations, explaining processes.</p> <p>Children will create collaboratively, sharing ideas, resources and skills.</p> <p>Children will cut, thread, join and manipulate materials with instruction and support.</p> <p>Children will know how to use different techniques to make 3D collages.</p>
Design and Technology	<p>Children will make bread and identify the changes which the bread goes through at different stages of baking.</p> <p>Children will design and make their own pizzas, selecting and using the correct tools safely.</p> <p>Children will design and make birthday cards, adding simple decorative materials.</p> <p>Children will know how to join with a treasury tag.</p> <p>Children will use art and design and construction resources to build props to use within their play.</p>	<p>Children will design props to use within their play.</p> <p>Children will follow instructions to independently make salt dough objects of their choice.</p> <p>Children will design and decorate biscuits.</p> <p>Children will attach materials together using a flange join.</p>	<p>Children will create designs and make simple plans about their models, talking about the properties of materials they have used.</p> <p>Children will know how to make a tab join.</p> <p>Children will design and make fruity flapjacks.</p>	<p>Children will design and make a form of transport.</p> <p>Children will know how to make a split pin join.</p> <p>Children will design and make cupcakes.</p>	<p>Children will design and make a container for turnips to be held in.</p> <p>Children will know how to make a slot join.</p> <p>Children will design with a purpose in mind to make a scarecrow</p> <p>Children will design and make a sandwich.</p> <p>Children will design and build a minibeast hotel.</p>	<p>Children will design and make a healthy smoothie.</p> <p>Children will weave paper and ribbons.</p> <p>Children will apply their knowledge of joins when making their own designs and models.</p> <p>Children will complete a simple stitch in fabric.</p> <p>Children will make a bookmark with sewing techniques.</p>
<p>In Early Years children are given ample opportunities to engage with the arts, explore and play with a wide range of media and materials. Children have role play environments set up indoors and outdoors to develop pretend and imaginative play. Children are given the opportunity to listen to and watch musicians and dancers perform as well as be provided with resources to practise and perform their own ideas. Children will explore, use and refine a variety of artistic effects to express their ideas and feelings and return to and build on their previous learning, refining ideas and developing their ability to represent them. During Tuneful Tuesday, children will listen attentively, move to and talk about music, expressing their feelings and responses. The role play areas are regularly altered to allow children to develop storylines in their pretend play.</p>						