

Early Years Foundation Stage

Early Years Foundation Stage Aims:

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.



Communication and Language							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Listening, Attention and Understanding	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p>	<p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentences and structures</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p>	<p>To understand questions such as who, what, where, when, why and how</p>	<p>To have conversations with adults and peers with back and forth exchanges</p>	<p>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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
Speaking	<p>To talk in front of a small group</p> <p>To talk to class teacher and TAs</p> <p>To learn new vocabulary</p>	<p>To answer questions in front of the whole class</p> <p>To use new vocabulary throughout the day</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To talk in sentences using conjunctions</p>	<p>To share their work to the class-standing up at the front</p> <p>To use new vocabulary in different contexts</p>	<p>To link statements and stick to the main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas,</p>	<p>To talk to different adults around the school</p> <p>To talk about why things happen</p> <p>To talk in sentences</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences,</p>

			e.g. and, because	To engage in non-fiction books	feelings and events	using a range of tenses	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

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self-Regulation	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow one-step instructions</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p>	<p>To focus during longer whole class lessons</p> <p>To follow two-step instructions</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
Managing Self	<p>To wash hands independently</p> <p>To put coat and socks on independently</p> <p>To explore different areas within the Four Plus environment</p> <p>To use the toilet independently</p>	<p>To develop class rules and understand the need to have rules</p> <p>To have confidence to try new activities</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practise doing up a zipper</p> <p>To practise doing buttons</p> <p>To practise doing up buckles</p>	<p>To develop independence when dressing and undressing for activities such as P.E</p>	<p>To identify and name healthy foods</p> <p>To manage own basic needs independently</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p> <p>To put uniform on and do up zippers,</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>

						buttons and buckles with minimal support	
Building Relationships	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all Year R staff</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	To listen to the ideas of other children and agree on a solution and compromise	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

Physical Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 3	Early Learning Goal
Gross Motor Skills - Following PPP planning	<p>To move safely in a space</p> <p>To stop safely</p> <p>To develop control when using equipment</p> <p>To follow a path and take turns</p> <p>To work co-operatively with a partner</p>	<p>To use counting to help to stay in time with the music when copying and creating actions</p> <p>To move safely with confidence and imagination, communicating ideas through movement</p>	<p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p> <p>To develop rocking and rolling</p>	<p>To develop Fundamental movement skills.</p> <p>Running, jumping, hopping, catching, throwing, balance, dexterity, coordination, aiming and confidence.</p>	<p>To develop accuracy when throwing and practise keeping score</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To learn to play against an opponent</p>	<p>To march/run for co-ordination</p> <p>To experiment with different ways of throwing under/overarm</p> <p>To experiment with different ways of jumping</p> <p>To work with friends in a</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

		To explore movement using a prop with control and co-ordination To move with control and co-ordination, expressing ideas	To explore traveling around, over and through apparatus		To play by the rules and develop coordination To explore striking a ball	team- taking turns	
Fine Motor Skills	To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezers to transfer objects To thread large beads To use large pegs To begin to copy letters	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation To use a hammer and saw	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters To use a hammer, saw and screwdriver	To hold scissors correctly and cut out small shapes To copy letters using a lead in and lead out To paint using thinner paintbrushes	To hold scissors correctly and cut various materials To create drawings with details To copy letters using a lead in and lead out To independently use a knife, fork and spoon to eat a range of meals	Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

	To hold scissors correctly and make snips in paper To hold a fork and spoon correctly	To write taught letters using correct formation To begin to hold a knife correctly and use to cut food with support To use tap and pin					
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Literacy

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension	To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	To act out stories To begin to predict what may happen in the story To suggest how a story might end	To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	To answer questions about what they have read To know that information can be retrieved from books	Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

<p>Word Reading</p>	<p>To recognise their name</p> <p>To recognise Set 1 sounds - m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p> <p>To begin to orally blend and read word time words 1:1 to 1:4</p>	<p>To recognise Set 1 sounds - y, w, th, z, ch, qu, x, ng, nk</p> <p>To begin to orally blend and read word time words 1:1 to 1:7</p> <p>Introduce speed write sounds and cvc words</p> <p>Review learnt sounds, practise Fred talk, segmenting and blending</p>	<p>To read the sounds already taught, at speed; forwards, backwards and in and out of order.</p> <p>To read a ditty</p> <p>To read Green and Red words</p> <p>To use My turn, your turn to read the words to the children.</p> <p>To say the word in Fred talk, emphasising any two letter graphemes</p>	<p>To read Red Ditty books</p> <p>To review sounds already taught</p> <p>To read Green story words</p> <p>To recognise and read Speedy Green words</p> <p>To read and recognise Red words</p> <p>To answer questions on the Ditty</p> <p>Get Writing To use picture clues to complete the sentence</p> <p>To say a sentence and repeat until confident to write independently</p>	<p>To read Red Ditty books</p> <p>To review sounds already taught</p> <p>To read Green story words</p> <p>To recognise and read Speedy Green words</p> <p>To read and recognise Red words</p> <p>To answer questions on the Ditty</p> <p>Get Writing To use picture clues to complete the sentence</p> <p>To say a sentence and repeat until confident to write independently</p>	<p>To begin to recognise Set 2 sounds - ay, ee, igh, ow, oo, oo, ar or, air, ir, ou, oy</p> <p>To read Red Ditty books</p> <p>To review sounds already taught</p> <p>To read Green story words</p> <p>To recognise and read Speedy Green words</p> <p>To read and recognise Red words</p> <p>To answer questions on the Ditty</p> <p>Get Writing To use picture clues to complete the sentence</p> <p>To say a sentence and</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
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				To form and write 6 letters from the Ditty	To form and write 6 letters from the Ditty	repeat until confident to write independently To form and write 6 letters from the Ditty	
Writing	<p>To copy their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p> <p>To begin to write CVC words using taught sounds</p>	<p>To write their name</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p>	<p>To form lower-case letters correctly</p> <p>To begin to write sentences using finger spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p> <p>To spell some taught Common exception words correctly</p>	<p>To form lower-case letters correctly and begin to form capital letters</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught Common exception words correctly</p>	<p>To form lower-case and capital letters correctly</p> <p>To begin to copy letters using a lead in and lead out</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To spell some taught tricky</p>	<p>To form lower-case and capital letters correctly</p> <p>To copy letters using a lead in and lead out</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught tricky words correctly</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>

					words correctly To begin to read their work back	To read their work back and check it makes sense	
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Mathematics

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Number	<p>To recognise numbers 1-3</p> <p>To begin to subitise to 3</p> <p>To find one more of numbers to 3</p> <p>To find one less of numbers to 3</p> <p>To explore the composition of 2 and 3</p>	<p>To recognise numbers 1-5</p> <p>To begin to subitise to 5</p> <p>To find one more of numbers to 5</p> <p>To find one less of numbers to 5</p> <p>To explore the composition of 4 and 5</p>	<p>To recognise numbers 0-8</p> <p>To subitise to 5</p> <p>To find one more of numbers to 8</p> <p>To explore the composition of 6, 7 and 8</p> <p>To match the number to quantity</p>	<p>To recognise numbers 0-10</p> <p>To explore the composition of 9 and 10</p> <p>To practise number bonds to 10</p> <p>To know addition facts to make 5</p> <p>To find one more of numbers to 10</p> <p>To find one less of numbers to 10</p> <p>To estimate a number of objects</p>	<p>To recognise numbers to 20</p> <p>To revise number bonds to 5</p> <p>To explore how to make numbers above ten using tens and ones</p> <p>To match the number to quantity</p>	<p>To solve simple number problems</p> <p>To recap the composition of each number to 10</p> <p>To know addition and subtraction facts to 10</p> <p>To know doubling facts</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)</p>

<p>Numerical Patterns</p>	<p>To say which group has more</p> <p>To say which group has less</p> <p>To compare quantities to 3</p> <p>To count to 5</p>	<p>To compare quantities to 5</p> <p>To compare equal and unequal groups</p> <p>To count to 10</p>	<p>To count to 15</p> <p>To count objects to 10</p> <p>To compare quantities to 8</p> <p>To begin to understand the different between odd and even numbers up to 8</p> <p>To combine two groups of objects</p>	<p>To count to 20</p> <p>To compare quantities to 10</p> <p>To explore odd and even numbers</p> <p>To order numbers to 10</p> <p>To count back from 10</p> <p>To combine two groups of objects</p> <p>To take away objects and count how many are left</p> <p>To find the missing number</p>	<p>To count to 25</p> <p>To add numbers</p> <p>To subtract numbers</p> <p>To find the missing number</p> <p>To order numbers to 20</p> <p>To order numbers e.g. 13, 15, 19</p> <p>To find the missing number in an addition and subtraction sentence problems</p>	<p>To count to 30 and beginning to count higher (100).</p> <p>To know that 1, 3, 5, 7 and 9 are odd</p> <p>To know that 2, 4, 6, 8, 10 are even</p> <p>To double numbers up to 10</p> <p>To find half of numbers up to 10</p> <p>To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>Shape, Space and Measures</p>	<p>To match objects</p> <p>To sort objects</p> <p>To compare capacity, length, height, size</p>	<p>To recognise and name square and rectangle</p> <p>To recognise 5p</p> <p>To recognise 4 o'clock and 5 o'clock</p>	<p>To order objects by height and length</p> <p>To order the days of the week</p>	<p>To recognise 9 o'clock and 10 o'clock</p> <p>To recognise 10p</p> <p>To begin to name 3D shapes</p>	<p>To measure capacity</p> <p>To describe the properties of 3D shapes</p> <p>To make pictures with shape arrangements</p>	<p>To add money</p> <p>To recognise the time to o'clock</p> <p>To finish a repeating pattern</p>	<p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure</p>

	<p>To finish a repeating pattern of 2 objects or colours</p> <p>To recognise and name circle and triangle</p> <p>To recognise 1p and 2p</p> <p>To recognise 1 o'clock, 2 o'clock and 3 o'clock</p>		<p>To measure height using cubes</p> <p>To measure time</p> <p>To recognise 6 o'clock, 7 o'clock and 8 o'clock</p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p>	To explore the properties of 3D shapes		<p>To make patterns using shapes</p> <p>To name and describe 2D and 3D shapes</p>	
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Understanding the World

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Past and Present	<p>To know about my own life-story</p> <p>To know how I have changed (History of me)</p> <p>Birthdays Days, months, seasons</p>	<p>To know about figures from the past</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)</p>	<p>To talk about the lives of the people around us.</p> <p>To know that the emergency services exist and what they do.</p> <p>To know some similarities and differences between things in the past and now,</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Talk about things they did at the weekend, yesterday, this morning</p>	<p>To know about the past through settings, characters and events encountered in books read in class and story telling</p> <p>Sort artefacts 'old' and 'new'</p> <p>Listen to stories that introduce</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p> <p>They answer 'how' and 'why' questions about their experiences and in response to</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

		Understand key features of events. (Remembrance Day)	drawing on experiences and what has been read in class (Emergency Services)		people from the past	stories and events	
People, Culture and communities	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the village the school is in</p> <p>To know about features of the immediate environment</p> <p>Use simple observational skills to explore the school grounds (School tour, Listening walk)</p>	<p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions (links with RE and Puddles)</p>	<p>To talk about Chinese New Year (Chinese crafts, Banquet)</p> <p>To know about people who help us within the local community (Visit from community police)</p>	<p>To know that Christians celebrate Easter</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems.</p>	<p>Learn about the lives of significant individuals</p> <p>Use simple observational skills to explore the school grounds (School pond)</p> <p>I know that we should use the litter bin and compost bin to safely throw away and recycle</p>	<p>To know that simple symbols are used to identify features on a map</p> <p>Make simple maps</p> <p>Can describe their relative position such as 'behind' or 'next to'</p> <p>Use directional language forwards, backwards, left and right to give instructions to a technological toy.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>

<p>The Natural World</p>	<p>To ask questions about the natural environment (signs of Autumn walk to Rushmere)</p> <p>To respect and care for the natural environments</p> <p>To plant winter bulbs (daffodils for mother's day)</p> <p>To know that some animals are nocturnal (hedgehogs)</p> <p>To understand the key features of an animal.</p> <p>To use all their senses in hands-on exploration of natural materials.</p>	<p>To know about and recognise the signs of Autumn (Pumpkin hunt, pumpkin investigations)</p> <p>To know about features of the world and Earth</p> <p>To explore collections of materials with similar and/or different properties.</p> <p>To talk about the differences between materials and the changes they make.</p>	<p>To know about and recognise the signs of Winter (what clothes will we wear)</p> <p>To know some important processes and changes in the natural world including states of matter (freezing)</p>	<p>To know about and recognise the signs of Spring (signs of Spring walk to Rushmere)</p> <p>To know about features of my own immediate environment and how they might vary from another</p> <p>To plant seeds</p> <p>To know the different between herbivores and carnivores</p> <p>To understand the key features of the life cycle of a plant</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants (garden centre role play)</p> <p>To learn about lifecycles of plants and animals (links with Beetles, Bugs and Butterflies topic)</p> <p>To know about different habitats (links to The Bog Baby by Jeanne Willis)</p> <p>Explore the natural world around them, making observations and drawing pictures</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To observe herbs that have been grown in the Herb garden (use in conjunction with the mud kitchen)</p> <p>To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p>
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					of animals and plants		
Technology	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons To learn about e-safety	To know how to operate simple equipment To draw pictures on IWB and begin to change colours To use the iPad to take pictures	To access, understand and interact with a range of technology within Four Plus To draw pictures on IWB, changing colour and pen size	To use the IWB, changing games and programmes	To explore how a Bee-Bot works To use the internet with adult supervision to find and retrieve information	To begin to give reasons why we need to stay safe online To use the Bee-Bots and program them to go forwards and backwards	There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.

Expressive Arts and Design

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Creating with Materials	To name colours To experiment with mixing colours To use natural objects to make a piece of art (Andy Goldsworthy) To create simple representations of people and objects	To use colours for a particular purpose (Santa picture) To share their creations To experiment with cold colours (circle pictures using cold colours) To explore different techniques for	To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To know how to work safely and hygienically	To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To make props and costumes for different role play scenarios	To know which prime colours you mix together to make secondary colours To plan what they are going to make (cooking, wood work, construction, junk modelling) To draw more detailed pictures of	To know some similarities and differences between materials To learn about and compare artists (Vincent Van Gogh and Henri Matisse) To explore, use and refine a variety of artistic effects to express their	Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

	<p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (<i>Glue Stick</i>)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (<i>spoons, cups</i>)</p> <p>To use some cooking techniques (<i>spreading, cutting, threading, coring</i>) - <i>Christmas cake</i></p> <p>To use some cooking techniques (<i>spreading, cutting</i>) - <i>Apple crumble</i></p>	<p>joining materials (<i>Glue Stick, PVA</i>)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (<i>spoons, cups</i>)</p> <p>To use some cooking techniques (<i>spreading, cutting, threading, coring, mixing</i>) <i>Sandwiches, Fruit Kebab, Biscuits</i></p> <p>To use tools to cut and join wood</p> <p>To know the names of tools</p>	<p>To use non-statutory measures (<i>spoons, cups</i>)</p> <p>To use some cooking techniques (<i>spreading, cutting, threading, coring, mixing</i>) <i>Sandwiches, Biscuits</i></p> <p>To use tools to cut and join wood</p> <p>To know the names of tools</p>	<p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (<i>spoons, cups</i>)</p> <p>To use some cooking techniques (<i>spreading, cutting, threading, coring, mixing, grating</i>) <i>Sandwiches,</i></p>	<p>people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (<i>spoons, cups</i>)</p> <p>To use some cooking techniques (<i>spreading, cutting, threading, coring, mixing, grating, adding flavours</i>)</p>	<p>ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p> <p>To explore different techniques for joining materials (<i>sewing a Bog Baby</i>)</p>	
<p>Being Imaginative and Expressive</p>	<p>To sing and perform nursery rhymes</p> <p>To join in with whole school</p>	<p>To perform in the Christmas Play</p> <p>To learn and perform songs at the</p>	<p>To join in with whole school singing assemblies</p> <p>To create musical patterns using</p>	<p>To perform songs at the Easter Concert</p> <p>To join in with whole school</p>	<p>To move in time to music</p> <p>To learn dance routines</p>	<p>To listen to poems and create their own</p> <p>To join in with whole school</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when</p>

	<p>singing assemblies</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To use costumes and resources to act out narratives</p>	<p>Christmas Concert</p> <p>To join in with whole school singing assemblies</p> <p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p>	<p>untuned instruments</p> <p>To begin to create costumes and resources for role play</p>	<p>singing assemblies</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p>	<p>To join in with whole school singing assemblies</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stories</p>	<p>singing assemblies</p> <p>To create own compositions using tuned instruments</p> <p>To invent their won narratives, making costumes and resources</p>	<p>appropriate) try to move in time with music</p>
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We use a number of schemes and progressive learning programmes to support teaching and learning.

Reading and Writing- Read Write Inc, Maths- Hamilton Trust, PSHE and Relationships- Jigsaw scheme, PE (gross motor skills)- Primary PE planning

Understanding Christianity- RE teaching.