




## EYFS Long Term Overview

Communication and Language			
Listening, attention and understanding			
Baseline	Autumn Term	Spring Term	Summer Term
<p>Listen and follow directions and look at someone when they are speaking.</p> <p>User prepositions when following instructions.</p> <p>Ask and respond to 'why' questions.</p> <p>Follow stories read to them and talk about the pictures in the book.</p>	<p>Understand why listening is important.</p> <p>Listen to and follow an instruction.</p> <p>Follow instructions, provided they are not over-engaged in their own activity.</p> <p>Listen to stories with increased attention and recall.</p> <p>Ask and respond to 'why' questions.</p> <p>Show interest in the lives of other people or events.</p> <p>Listen to one another in one to one or small groups.</p> <p>Show interest in non-fiction books.</p>	<p>Know that they need to be quiet and concentrate when listening.</p> <p>Maintain attention, concentration and sitting quietly during appropriate activities.</p> <p>Listen to a whole story from beginning to end.</p> <p>Respond to instructions involving a two-part sequence.</p> <p>Listen and respond to ideas expressed by others in conversation and discussion.</p> <p>Remember key points from a story without needing prompts.</p> <p>Show specific interest in a non-fiction book linked to a topic or theme.</p>	<p><b>ELG</b></p> <p><b>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.</b></p> <p><b>Make comments about what they have heard and ask questions to clarify their understanding.</b></p> <p><b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</b></p>
Speaking			
<p>Know many rhymes, be able to talk about familiar books and be able to tell a long story</p> <p>Develop their communication but may</p>	<p>Expand their vocabulary to include new words related to the topic or theme.</p> <p>Continue to use new vocabulary when the topic or theme has ended.</p> <p>Ask questions to understand.</p> <p>Retell a simple past event in the correct order.</p>	<p>Use new vocabulary in different contexts.</p> <p>Ask questions to learn more about an event or task</p> <p>Use complete sentences more regularly.</p>	<p><b>ELG</b></p> <p><b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</b></p>

<p>struggle with using tenses accurately</p> <p>Begin to use sentences with 4-6 words</p> <p>Begin to start a conversation with an adult or a friend and continue it in turns.</p>	<p>Use talk in pretending that objects stand for something else in play, e.g. this ruler is my sword.</p> <p>Use talk to connect ideas, explained what has happened and anticipate what might happen next, recalling and reliving past experiences.</p>	<p>Use language to imagine and recreate roles and experience in play situations.</p> <p>Link statements sticking to a main theme or intention.,</p> <p>Use talk to organise, sequence and clarify thinking, feelings and ideas.</p>	<p><b>Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</b></p> <p><b>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</b></p>
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### Personal, Social and Emotional Development

#### Self-Regulation

Baseline	Autumn Term		Spring Term		Summer Term	
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>Select and use activities and resources</p> <p>Enjoy the responsibility of carrying out small tasks</p> <p>Be confident to talk to other children when playing and communicating freely about their own home and community.</p> <p>Be outgoing towards unfamiliar people and be more confident in new social situations</p> <p>Show confidence when asking adults for help</p>	<p>Describe themselves in positive terms and talk about their own abilities</p> <p>Be confident to speak to others about needs, wants, interests and opinions</p> <p>Begin to express their feelings and consider the feelings of others.</p> <p>Know when they are upset about a situation and explain why</p> <p>Choose their own equipment that is necessary to complete a task.</p> <p>Show enthusiasm and excitement when anticipating and engaging in certain activities.</p>		<p>Recognise themselves as a valuable individual.</p> <p>Willingly express their feelings and know when they have been kind and considerate</p> <p>Moderate their feelings when they have been upset.</p> <p>Be confident to try new activities.</p> <p>Say why they like some activities more than others.</p> <p>Be confident to speak in a familiar group.</p> <p>Be happy to talk about their own ideas.</p>		<p><b>ELG</b></p> <p><b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</b></p> <p><b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</b></p> <p><b>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow.</b></p>	

Welcome and value praise for what they have done.		Choose the resources they need for a given activity.  Say when they do and do not need help.	
<b>Managing Self</b>			
<p>Be aware of own feelings, and know that some actions and words can help others feelings.</p> <p>Begin to accept the needs of others, taking turns and sharing resources, sometimes with support from others</p> <p>Usually tolerate delay when their needs are not immediately met.</p> <p>Understand that their wishes may not always be met.</p> <p>Adopt their behaviour to different events, social situations and changes in routine.</p>	<p>Show that they can stick with an activity, even if it is challenging.</p> <p>Select and use activities and resources with help.</p> <p>Enjoy the responsibility of carrying out small tasks.</p> <p>Be confident to talk to other children when playing, communicating freely about their home and community.</p> <p>Be outgoing towards unfamiliar people and be more confident in new social situations</p> <p>Show confidence in asking others for help.</p>	<p>Be able to talk about a challenging task and be prepared to have a go.</p> <p>Welcome and value praise for what they have done.</p> <p>Willingly participate in a wide range of activities.</p> <p>Show enthusiasm and excitement when anticipating and engaging in certain activities.</p> <p>Be confident to speak to others about wants, needs, interests and opinions.</p> <p>Be confident in speaking in front of a small group.</p> <p>Describe themselves in positive terms and talk about their abilities</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Have an awareness of keeping teeth clean and not eating too many sweets.</p>	<p><b>ELG</b> <b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</b></p> <p><b>Explain the reasons for rules, know right from wrong and how to behave accordingly.</b></p> <p><b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</b></p>
<b>Building Relationships</b>			
Play in a group, extending and elaborating play ideas	Learn to listen to one another and show respect when doing so.	Build constructive and respectful relationships	<p><b>ELG</b> <b>Work and play co-operatively and take turns with others.</b></p>

<p>Initiate play, offering opportunities for others to join in.</p> <p>Keep play going by responding to what others are saying.</p> <p>Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Initiate conversations, attending to and taking account of what others say</p> <p>Explaining knowledge and understanding and asking appropriate questions of others</p> <p>Take steps to resolve conflicts with others and attempt to find a compromise.</p>	<p>Play co-operatively with others and take into account their ideas</p> <p>Be happy to listen to others' organisational ideas</p> <p>Show sensitivity to others' feelings</p> <p>Form positive relationships with adults and other children.</p>	<p><b>Form positive attachments to adults and friendships with peers</b></p> <p><b>Show sensitivity to their own and others needs.</b></p>
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### Physical

#### Gross Motor Skills

Baseline	Autumn Term	Spring Term	Summer Term
<p>Skip, hop and stand on one leg and hold position for a few seconds.</p> <p>Balance and ride a trike or scooter.</p> <p>Use stairs using alternate feet.</p> <p>Respond to music using appropriate movement and rhythm.</p>	<p>Show increasing control when linking movements together.</p> <p>Know that it is good to be active and sometimes get out of breath.</p> <p>Move freely with confidence in a range of ways.</p> <p>Mount stairs, steps or climbing equipment using alternative steps.</p> <p>Walk down stairs two feet to each step.</p> <p>Stand momentarily on one foot.</p>	<p>Start to experiment with different types of movements.</p> <p>Recognise how they can refine a range of physical actions such as rolling, running, skipping etc</p> <p>Jump off objects safely and carefully.</p> <p>Negotiate space carefully.</p> <p>Travel with confidence and skill when moving around under, over and through various equipment.</p> <p>Show increasing control when throwing, catching and kicking a ball.</p>	<p><b>ELG</b></p> <p><b>Negotiate space and obstacles safely, with consideration for themselves and others</b></p> <p><b>Demonstrate strength, balance and coordination when playing;</b></p> <p><b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p>

	Run skilfully whilst negotiating space successfully, adjusting speed and direction as needed.		
Fine Motor Skills			
<p>Pick up tiny objects using a pincer grasp.</p> <p>Make simple models using small pieces such as lego</p> <p>Make small cuts in paper with scissors</p> <p>Use a comfortable grip with good control when holding pens, pencils and paint brushes</p> <p>Begin to show a preference for a dominant hand</p>	<p>Draw lines and circles using gross motor movements.</p> <p>Use one handed tools and equipment, eg. child scissors</p> <p>Hold pencils between thumb and two fingers instead of whole hand.</p> <p>Begin to hold pencil correctly and show good control.</p> <p>Copy some letters, especially from their own name.</p>	<p>Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Show a preference for a dominant hand.</p> <p>Begin to show anti-clockwise movements and retrace vertical lines.</p> <p>Begin to form recognisable letters.</p> <p>Use a pencil and hold it effectively to form recognisable letters, especially in their own name.</p>	<p><b>ELG</b></p> <p><b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</b></p> <p><b>Use a range of small tools including scissors, paint brushes and cutlery</b></p> <p><b>Begin to show accuracy and care when drawing.</b></p>
Literacy			
Word Reading			
Baseline	Autumn Term	Spring Term	Summer Term
<p>Join in with rhymes and stories</p> <p>Identify rhymes</p> <p>Join in with the rhythm of well-known rhymes and songs</p> <p>Recognise own name</p>	<p>Join in with rhymes and stories.</p> <p>Join in with the rhythm of well-known rhymes and songs</p> <p>Recognise their own name</p> <p>Identify sounds in words, in particular initial sounds</p> <p>Segment and blend simple words, demonstrating knowledge of sounds (with support)</p> <p>Link sounds to letters in the alphabet</p>	<p>Read individual letters by saying the sounds for them</p> <p>Read simple words and simple sentences</p> <p>Identify rhymes</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them</p>	<p><b>ELG</b></p> <p><b>Say a sound for each letter in the alphabet and at least 10 digraphs</b></p> <p><b>Read words consistent with their phonic knowledge by sound-blending</b></p> <p><b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></p>

		<p>Read a few common exception words linked to the school's phonic programme</p> <p>Read simple phrases and sentences made up of letters with known letter-sound correspondences and, where necessary, a few exception words</p>	
<b>Comprehension</b>			
<p>Hold a book, turn the page and indicate an understanding of pictures and print</p> <p>Tell a story to friends</p> <p>Talk about events and characters in books</p> <p>Make suggestions about what might happen next in a story</p>	<p>Hold a book, turn the pages and indicate an understanding of pictures and print.</p> <p>Tell a story to friends.</p>	<p>Talk about events and characters in books.</p> <p>Make suggestions about what might happen next in a story.</p> <p>Read simple words and sentences.</p> <p>Talk about their favourite book.</p> <p>Use vocabulary and events from stories in their play.</p> <p>Re-read books to build up their confidence, their fluency and their understanding and enjoyment in word reading.</p>	<p><b>ELG</b></p> <p><b>Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</b></p> <p><b>Anticipate – where appropriate – key events in stories</b></p> <p><b>Use and understand the recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.</b></p>
<b>Writing</b>			
<p>Tell an adult what they have drawn or painted</p> <p>Recognise a capital letter at the start of their name</p> <p>Identify sounds from own name in other words</p>	<p>Begin to form lower-case and capital letters correctly</p> <p>Be more confident in writing identifiable shapes and letters</p> <p>Segment and blend the sounds in simple words and naming sounds</p>	<p>Use their phonic knowledge to write words in ways that match their spoken sounds</p> <p>Write some irregular common words</p> <p>Write simple sentences which can be read by themselves and others</p>	<p><b>ELG</b></p> <p><b>Write recognisable letters, most of which are correctly formed.</b></p> <p><b>Spell words by identifying sounds in them and representing the sounds with a letter or letters</b></p>

<p>Ascribe meaning to other marks, like on signage</p> <p>Start to write identifiable shapes and letters</p> <p>Draw lines and circles in the air, on the floor or on large sheets of paper</p> <p>Use tools for mark making with control</p> <p>Grip using 5 fingers or preferably 2 fingers and thumb for control</p> <p>Copy shapes, letters and pictures</p>	<p>Spell words by identifying the sounds and then writing the sounds with letters</p> <p>Talk about sentences and start to write short sentences</p> <p>Start to use full stops and capital letters in the correct places</p>	<p>Spell small, familiar words correctly and make phonetically plausible attempts at more complex words.</p> <p>Re-read what they have written to make sure it makes sense.</p>	<p><b>Write simple phrases and sentences that can be read by others.</b></p>
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#### RWI Phonics

<p>Joining in with rhymes and stories.</p> <p>Identifying rhymes.</p> <p>Joining in with the rhythm of well known rhymes and song.</p> <p>Recognising own name.</p>	<p>Autumn Term 1: Read single-letter Set 1 sounds (first 16) Expected number of sounds: 16 sounds.</p> <p>Autumn Term 2: Read all Set 1 single letter sounds Blend sounds into words orally. Expected number of sounds: 25 sounds.</p>	<p>Spring Term 1: Blend sounds to read words. Read short Ditty stories. Expected number of sounds: 25 sounds.</p> <p>Spring Term 2: Read Red Storybooks. Read Set 1 Special Friends. Expected number of sounds: 31 sounds.</p>	<p>Summer Term 1: Read Green Storybooks. Read 4 double consonants. Expected number of sounds: 35 sounds.</p> <p>Summer Term 2: Read Green Storybooks. Read the first 6 Set 2 sounds. Expected number of sounds: 41 sounds.</p>
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Key Texts			
	Autumn Term	Spring Term	Summer Term
	<p><b><u>Autumn 1- All About Me</u></b>  All about me  Who's in my family  Can I build another me?/ Let's make a face/hair love  Ruby's Worry/Colour Monster/My heart is full of feelings/Beautiful Oops/the dot  What Makes Me a Me/Only 1 You/super duper you  Funny bones/There's a skeleton inside you</p> <p><b><u>Autumn 2- If You go Down to the Woods...</u></b>  Lighting the lamp/Binny's Diwali/non-fiction books linked to bonfire night  The Gruffalo  The Gruffalo  Tidy  The fox in the dark  The Nativity bible stories</p>	<p><b><u>Spring 1- Once Upon a Time</u></b>  The Gingerbread Man  Little Red Riding Hood  The Three Little Pigs  Jack and the Beanstalk  Goldilocks and the Three Bears  <b><u>Alternative story options</u></b>  Goldilocks and just the one bear  The true story of the Three Little Pigs  The three little wolves and the big bad pig</p> <p><b><u>Spring 2- Stomp and Roar</u></b>  If I had a dinosaur  Dear dinosaur  What happened to the dinosaur?  Dinosaur farm  Dinosaur sleepover  Non-fiction texts and pages  Andy's dinosaurs to support with non-fiction information</p>	<p><b><u>Summer 1- Blast Off!</u></b>  Whatever Next  The Darkest Dark/ Look up (astronaut focus)  The skies above my eyes  On the Moon  A cat's guide to the night sky  How to catch a star</p> <p><b><u>Summer 2- Ocean Treasures</u></b>  Sally and the Limpet  Billy's bucket  The Coral Kingdom  Non-fiction books about sea creatures from Foundation class library  Somebody swallowed Stanley /10 reasons to love a turtle</p>

Mathematics Number and Numerical Pattern			
Baseline	Autumn Term	Spring Term	Summer Term
<p>Use number names to 10 and sometimes count accurately</p> <p>Represent numbers using marks, fingers or digits</p> <p>Say when two groups have the same number of objects</p>	<p>Beginning to familiarise themselves with the tens structure of the number system.</p> <p>Counting up to three or four objects by saying one number name for each item.</p> <p>Counting objects to 10 and beginning to count beyond 10.</p> <p>Counting out up to six objects from a larger group.</p>	<p>Show a number of fingers together without counting.</p> <p>Beginning to use 'teens' to count beyond 10.</p> <p>Counting an irregular arrangement of up to ten objects.</p> <p>Finding one more or one fewer from a group of up to five objects, then ten objects.</p>	<p><b>ELG</b>  <b>Have a deep understanding of number to 10, including the composition of each number;</b></p> <p><b>Subitise (recognise quantities without counting) up to 5;</b>  <b>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)</b></p>



Identify numerals in the environment	<p>Selecting the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Recognising some numerals of personal significance.</p> <p>Linking the number symbol (numeral) with its cardinal value.</p>	<p>Estimating how many objects they can see and checking by counting them.</p> <p>Using the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Understanding 5, 6, 7 etc and all manipulations of the number.</p> <p>Finding the total number of items in two groups by counting all of them.</p> <p>Beginning to use the vocabulary involved in adding and subtracting including counting on and back.</p> <p>Understand addition up to 5 using all combinations. Then 6, 7, 8, 9, 10.</p> <p>Automatically recall number bonds for numbers 0 to 10.</p>	<p><b>and some number bonds to 10, including double facts.</b></p> <p><u>Numerical patterns</u> <u>ELG</u> <b>Verbally count beyond 20, recognising the pattern of the counting system</b></p> <p><b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or equal to another</b></p> <p><b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be shared equally.</b></p>
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**Mathematics Shape, Space and Measure (Not in expectations, no ELG goals)**

Baseline	Autumn Term	Spring Term	Summer Term
<p>Talking about the routine of the day and using language like 'before' and 'after'.</p> <p>Using comparative languages like 'taller' 'shorter' 'the same'.</p> <p>Starting to identify shapes in the environment.</p> <p>Starting to find appropriate shapes for certain tasks.</p>	<p>Talking about the routine of the day and using language like 'before' and 'after'.</p> <p>Using comparative language such as 'taller' 'shorter' and 'the same'.</p> <p>Being more confident in identifying shapes in the environment.</p> <p>Recognising particular shapes that may be useful for certain tasks.</p> <p>Making more meaningful pictures, patterns and arrangements with shapes.</p>	<p>Beginning to experiment with length, height and capacity.</p> <p>Beginning to compare length, weight and capacity.</p> <p>Identifying money and using money in play.</p> <p>Recalling the names of some 2D and 3D shapes.</p> <p>Ordering and sorting according to simple properties.</p>	<p>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities.</p> <p>Create and describe patterns.</p> <p>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Use money with increasing confidence.</p>

<p>Asking questions about their observations of differences and similarities.</p> <p>Starting to make more meaningful pictures, patterns and arrangements with shapes.</p>		<p>Using the language of direction when programming toys.</p>	
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Understanding the World			
Past and Present			
Baseline	Autumn Term	Spring Term	Summer Term
<p>Begin to have an understanding for terms like: yesterday, last week and last year</p> <p>Appreciate that they may have siblings that are older than them and that they may be older than a younger sibling</p> <p>Appreciate that certain artefacts and resources are old and have been used before.</p>	<p>Remember and talk about significant events in their own experiences, eg. birthdays</p> <p>Known and understand that their grandparents are older than their parents</p> <p>Begin to be familiar with words and phrases associated with long ago such as ‘in the past’ or ‘a long time ago.’</p> <p>Begin to understand that some familiar stories were set in a time before they were born.</p>	<p>Recognise and describe special times or events for family and friends, e.g Eid, christening and Christmas</p> <p>Begin to compare and contrast characters in stories about the past</p> <p>Understand that people celebrated events like Eid and Christmas before they were born</p> <p>Use appropriate language to describe the past, such as ‘in the past’.</p>	<p><b>ELG</b></p> <p><b>Talk about the lives of the people around them and their roles in society;</b></p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</b></p> <p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>
People, Culture and Communities			
<p>Show interest in the lives of people who are familiar to them</p>	<p>Show an increased interest in the lives of people who are familiar to them</p>	<p>Draw information from a simple map</p>	<p><b>ELG</b></p>

<p>Remember and talk about significant events in their own experience</p> <p>Recognise and describe special times or events for family or friends</p> <p>Start to show an interest in different occupations and ways of life</p>	<p>Begin to understand that not all people celebrate the same things as them</p> <p>Have a greater understanding about why certain events are being celebrated</p> <p>Talk about people that are helpful to them both from within and outside of their family</p>	<p>Recognise differences and similarities between life in this country and life in other countries</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Start to show an interest in different occupations and ways of life</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p>	<p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</b></p> <p><b>Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class</b></p> <p><b>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.</b></p>
<b>The Natural World</b>			
<p>Ask questions about aspects of their familiar world such as the place where they live and the natural world</p> <p>Talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>Talk about why things happen and how things work</p> <p>Start to develop an understanding of growth, decay and changes over time</p>	<p>Talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Have a greater awareness of seasonal change</p> <p>Ask questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Ask questions about some of the things they have observed such as plants and animals.</p>	<p>Talk about why things happen and how things work</p> <p>Understand more about growth, decay and changes over time</p> <p>Identify features of living things such as animals with legs or those with wings</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments which are different to the one in which they live</p> <p>Understand the changing seasons on the natural world around them</p>	<p><b>ELG</b></p> <p><b>Explore the natural world around them, making observations and drawing pictures of animals and plants</b></p> <p><b>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.</b></p> <p><b>Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</b></p>

Show care and concern for living things and the environment.			
<b>Expressive Arts and Design</b>			
<b>Creating With Materials</b>			
<b>Baseline</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p>Explore colour and how colours can be changed</p> <p>Understand that they can use lines to enclose a space and then use these shapes to represent objects</p> <p>Show interest in and describe the texture of things</p> <p>Use various construction materials</p> <p>Begin to construct by stacking blocks vertically and horizontally, making enclosures and creating spaces.</p>	<p>Realise that tools can be used for a purpose</p> <p>Use simple tools and techniques competently and appropriately</p> <p>Select the appropriate brush for a given purpose</p> <p>Explore what happens when they mix colour</p> <p>Experiment with different textures.</p>	<p>Safely use and explore a variety of materials, tools and techniques</p> <p>Experiment with colour, design, texture, form and function</p> <p>Select tools and use techniques needed to shape, assembly and join materials they are using</p> <p>Understand that different media can be combined to make new effects,</p>	<p><b>ELG</b></p> <p><b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</b></p> <p><b>Share their creations, explaining the process they have used;</b></p> <p><b>Make use of props and materials when role playing characters in narratives and stories.</b></p>

Joining construction pieces together to build and balance.			
<b>Being Imaginative and Expressive</b>			
<p>Develop preferences for forms of expression.</p> <p>Use movement to express feelings.</p> <p>Create movement in response to music.</p> <p>Sing to self and make up simple songs</p> <p>Notice what adults do, imitate it when it has been observed and do it spontaneously when the adult is not there</p>	<p>Enjoy joining in with dancing and singing games</p> <p>Sing a few familiar songs</p> <p>Begin to move rhythmically</p> <p>Imitate movement in response to music</p> <p>Tap out simple repeated rhythms</p> <p>Explore and learn how sounds can be changed</p>	<p>Explore and learn how sounds can be changed</p> <p>Sing songs, make music and experiment with ways of changing them</p> <p>Begin to build a repertoire of songs and dances</p> <p>Explore the different sounds of instruments</p> <p>Initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.</p>	<p><b>ELG</b> <b>Invent, adapt and recount narratives and stories with peers and their teacher</b></p> <p><b>Sing a range of well-known nursery rhymes and songs</b></p> <p><b>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time to music.</b></p>

Engage in imaginative  
role play based on own  
first-hand experience

Build stories around toys,  
e.g. firefighters rescuing  
trapped people.

Using available resources  
to create props to  
support role play.

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