

Randlay Primary School and Nursery - EYFS Curriculum (Reception)



EYFS Curriculum Intent, implementation and impact

Intent

In the EYFS at Randlay Primary School and Nursery our curriculum is driven by our school ethos of '**Working together as one**', which values collaboration, aspiration, courage, excellence, respect and creativity.

Across our EYFS, we follow the **Early Years Statutory Framework for the Early Years Foundation Stage**, published in September 2021 by the DfES. The Foundation years are crucial to enable children to develop into resilient, independent learners who are creative and think critically and thus become school ready. Through the Foundation Stage curriculum, we believe children have the right to reach their full potential and be the best that they can be.

Implementation

Our ethos is that children learn best through active learning and play. Play helps children to learn and develop through doing and talking, which research has shown to be the means by which children think. Our Early Years setting is equipped with a wide range of resources across a variety of learning areas that supports the seven areas of the EYFS curriculum. These are skilfully developed and planned for by staff to provide meaningful experiences and create learning opportunities for pupils across an engaging and enhanced environment both inside and out. Adults work alongside children during their play modelling skills, encouraging independence, giving them chance to rehearse and embed newly acquired knowledge and skills, whilst providing opportunities to scaffold learning, deepen understanding and challenge thinking. Within the EYFS we recognise the importance that the environment has on learning. Hence practitioners provide a rich, inquisitive environment to spark the children's natural curiosity. Our EYFS environment is an organic space in which learning opportunities are rich, inviting and high quality. Continued investment by staff in this environment is essential in developing an evolving and engaging learning haven for young children. Pockets of beauty encourage further exploration that enhance the life chances of our youngest learners. Our use of natural materials enables our children to engage with seasonal changes and the real world first-hand, enhancing their learning offer exponentially. We place great emphasis on outdoor learning with access to our outdoor and Forest school areas built into our curriculum.

Alongside our enabling environment we ensure children learn through a careful balance of both child led and adult led activities. As children start our Nursery there is a greater emphasis on child-initiated learning, this balance changes as children move through the EYFS. More emphasis is put on 'planning in the moment' with our youngest children, again, as they move through the EYFS a strong over-arching theme then drives the learning and provides real life contexts for children to develop skills and knowledge about their world. Our themes are chosen to give a balance of all areas of learning across the curriculum with a focus on creativity, discovery and exploration. The theme, along with the children's interests and needs, is reflected in the environment, which is enhanced to create awe and wonder, and to enthuse children to engage in and extend their own learning. There is a clear focus on stories, vocabulary, communication and language—all integral skills that enable learning across all areas. We endeavour to adapt our offer to meet the needs of each cohort, offering additional support and learning opportunities for those who need it, catering for the unique child. We review and reflect our EYFS offer across the seven features of effective practice outlined in the Early Years Statutory Framework (2021).

Impact

At Randlay Primary School and Nursery we want to ensure children leave the Foundation Stage ready for the next stage in their learning. We want them to have a rich vocabulary, deep knowledge and enjoyment of stories and be equipped with the learning abilities and characteristics that will enable them to become successful learners. We strive to develop readers and writers who are phonically able and independent, mathematicians who have a deep number sense, and learners who have experiences that develop a rich sense of the world around them. We aim to create happy, healthy children, who are good citizens and friends, and who truly love to learn. We endeavour for our pupils to have all six of our school's core values embedded by the time they leave EYFS.

| | | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| Themes | Cycle A | All About Me | Into the woods Festivals and Celebrations | Colour | Down on the Farm | Castles and Crowns | Our Wonderful World. |
| | Cycle B | All About Me | On the move Festivals and Celebrations | Superheroes | Tell Me a Story | Minibeasts | We're all going to the Zoo |
| Supporting Text A range of poems and rhymes from the following texts: This Little Puffin- Elizabeth Marrison A Great Big Cuddle Twinkle, Twinkle Chocolate Bar My First Oxford Book of Poems | Cycle A | Kipper's Birthday- Mick Inkpen Pete's School Shoes Here Come the Babies- The Growing Story Super Duper You! Pumpkin Soup-Helen Cooper Find your happy-Emily Coxhead All kinds of families Poems/Rhymes Family poems | The Gruffalo-Julia Donaldson The leaf Thief Percy the Park keeper-After the storm-Nick Butterworth Owl Babies-Martin Waddell Stickman-Julia Donaldson Lighting a Lamp-Diwali story Poems/rhymes Christmas Rhymes | Colours Colours Everywhere Elmer How to catch a rainbow Colour Monster Mouse Paint | Jasper's Beanstalk- The Enormous Turnip (traditional) Oliver's Vegetables- Vivian French Mr. Wolf's Pancakes-Jan Fearnley The shopping basket- John Burningham Fruits- a Caribbean counting poem Rhymes Hot Cross buns Mary, Mary Quite Contrary Humpty Dumpty | Snow White and the Seven Dwarfs (traditional) The Frog Prince (traditional) The Princess and the Pea (traditional) The Paper bag Princess - Robert Munsch The Queen's hat-Steve Antony Rhymes The Queen of Hearts Old King Cole The Grand Old Duke of York | Lucy and Tom at the Seaside-Shirley Hughes Clem and Crab-Fiona Lumbers Somebody swallowed Stanley-Sarah Roberts The Night Pirates Barnaby Bear Down Under Rhymes Seaside Poems-Jill Bennett A sailor went to sea |
| | Cycle B | Head to Toe- Eric Carle- Where's my Teddy- Jez Alborough So Much-Trish Cooke- Simon Sock- Sue Hendra | On my way home- Jill Murphy We're going on a bear hunt- Michael Rosen Rosie's Walk The Train Ride Mr Gumpy's Outing- John Burningham Whatever Next!- Jill Murphy Emma Jane's Aeroplane | When I grow up-Tim Minchins All through the night-Polly Faber Supertato-Sue Hendra A Superhero like you-Dr. Singh Mae among the stars-Roda Ahmed Poems/rhymes | Little Red Riding Hood- (Traditional) The Three Little Pigs- (Traditional) The Gingerbread man- (Traditional) Three Billy Goats Gruff Goldilocks and the Three Bears (Traditional) Once Upon a Time- John Prater My Map Book | The Very Hungry Caterpillar-Eric Carle Mad about minibeasts Snail Trail -Ruth Browne Yucky Worms Aargh a spider-Lydia Monks. Rhymes Ladybird, ladybird Incey Wincey Spider | Dear Zoo- Rod Campbell Greedy Zebra Giraffes can't Dance Handa's Surprise-Eileen Browne -Oi Get off our Train- John Burningham Poems/Rhymes My Village-Poems from around the World. |

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| | British Values | <p>Individual Liberty - We understand and celebrate the fact that everyone is different.</p> <p>Rule of Law - We know we have rules at school that we must follow. We work together as a team when it is necessary.</p> <p>Tolerance - We know that different faiths and cultures celebrate in different ways.</p> <p>Mutual Respect - We know that everyone is different and we should have respect for each other.</p> | <p>Tolerance - We know that different faiths and cultures celebrate in different ways.</p> <p>Mutual Respect - We know that everyone is different and we should have respect for each other.</p> | <p>Mutual Respect - We know that everyone is different and we should have respect for each other.</p> <p>Tolerance - We know that people are diverse.</p> | <p>Individual Liberty - We know we have the right to make our own choices.</p> <p>Democracy - We know we can work together to make decisions and everyone has the right to an opinion.</p> | <p>Mutual Respect - We know that we should treat others as we want to be treated.</p> | <p>The Rule of Law - We know we have rules in the world that we must follow.</p> |
| | PSED | <p>I know how it feels to belong and that we are similar and different.</p> <p>I know that all families are different.</p> | <p>I know there are lots of different houses and homes.</p> <p>I know and can use my words to stand up for myself.</p> | <p>I know how feelings can be expressed.</p> | <p>I know what the word healthy means and that some foods are healthier than others.</p> <p>I know how to care for growing plants.</p> | <p>I know what to say and do when someone is mean to me.</p> <p>I know how to solve conflicts appropriately.</p> <p>I know how to work together and enjoy being with friends.</p> | <p>I know how to care and show concern for living things in the environment.</p> |

Communication and Language

Communication and Language is developed throughout the day, every day. Through routine, a strong and embedded vocabulary rich environment and quality stories and poems we develop children's language and ensure communication and rich language is at the heart of all we do. We ensure that the children's voice is valued, and they are given opportunities to talk freely, developing conversations with adults and children. The children have time to talk about events from home, are encouraged to talk in large and small groups and express their feelings and thoughts. Our environment is developed to ensure that adults and children have space to work together to ensure that communication skills can be readily developed. We plan strategically for children's language development through use of our Wonderful Words planning and approach. Each week, we carefully select and highlight vocabulary from our theme and texts we are exploring that will need in-depth explanation. These words will be modelled frequently by all staff and displayed in the classroom so that all staff can recap and reinforce new vocabulary.

NELI- We use the NELI program to assess and target any children whose speech and language development may be delayed or in need of targeting.

Throughout the year children will be given opportunities to:

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| <p>Listening and Attention</p> | <p>Explore a variety of stories, rhymes, poems and fiction linked to our theme, sharing books throughout the session and during our daily story time. Learn to develop their listening and attention during story time. Children will learn to focus on the story and speaker. Demonstrate our good sitting, good listening, good looking and good talking prompts. Be offered a language rich environment in which adults talk with children throughout the day. Children will engage in daily shared book-reading. Become familiar with and grow to love a variety books, songs and rhymes. Engage in a variety of story retelling activities to help children retell, invent and tell their own rhymes, songs and stories: -Small world-based play -Helicopter stories -Story sacks -Puppet shows -Hot seating -Role play/Dressing up</p> | | | | | |
| <p>Understanding</p> | <p>Children will be offered provocations to investigate, encouraging them to ask questions. Explore 'I wonder' questions to encourage and promote thinking and challenges. Extend their vocabulary exploring unfamiliar words and concepts and gaining an understanding of what they mean through stories and other activities.</p> | | | | | |
| <p>Speaking</p> | <p>Children will engage in back-and-forth interactions with adults. Children will be encouraged to use 'thinking time' before responding. Begin to learn to talk with a partner before sharing ideas during our carpet time. Begin to be able to learn to 'work together' to solve a problem, clarify a concept, evaluate activities and extend a narrative. Take part in our performances to an audience. Children will be encouraged to talk about what is happening and give their own ideas. Children will explore new vocabulary which occurs frequently in books and other contexts.</p> | | | | | |
| | <p>I know our good listening rules.</p> <p>I understand questions such as where, when, who, what.</p> | <p>I can listen carefully to rhymes and songs, paying particular attention to how they sound.</p> <p>I know and can use new vocabulary linked to theme.</p> | <p>I know how to connect one idea or action to another using a range of connectives.</p> <p>I am beginning to know how to use talk to help work out problems. Use phrases May I?, Would it be alright?</p> | <p>I can engage in non-fiction books.</p> <p>I can listen and talk about selected non-fiction.</p> | <p>I know and can use new vocabulary in different contexts-narrative vocabulary-first, then, next.</p> <p>I know how to describe events in some detail and in the correct order.</p> | <p>I can respond with relevance when engaged in a conversation or activity.</p> <p>I can listen and talk about non-fiction to develop knowledge and vocabulary.</p> |

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| | <p>I know and can use new vocabulary linked to theme.</p> <p>I know and can use social phrases-please, thank you and excuse me.</p> <p>I know some rhymes, poems and songs linked to theme-ongoing.</p> | <p>I know how to articulate my ideas and thoughts into sentences with help.</p> <p>I can describe events in some detail-who, what, where, when.</p> <p>I know how to ask questions to find out more and to check I understand what has been said to me. - what, when, where, who.</p> <p>I know and use appropriate conversation conventions-turn taking, waiting until others have finished.</p> | <p>I know how to articulate my ideas and thoughts into well-formed sentences.</p> <p>I know how to use talk to organise thinking and activities, and to explain how things work and why they might happen.</p> <p>I can listen to and talk about stories to build familiarity and understanding.</p> <p>I know and can use new vocabulary in different contexts.</p> <p>I understand questions such as why and how.</p> | <p>I am able to follow a story without pictures or props.</p> <p>I can retell a story, showing familiarity of the text.</p> <p>I know appropriate conversation conventions-listening to others.</p> <p>I can ask questions such as why and how.</p> <p>I know and can use language to imagine and recreate roles in a play situation.</p> | <p>I know how to listen and take turns in conversations.</p> <p>I know how to use language for different audiences e.g. a visitor.</p> | <p>I know and can use new vocabulary in a range of contexts.</p> <p>I know I can ask questions to find out more and clarify learning at a deeper level.</p> <p>I know and can use talk to connect ideas, explain what is happening and recall past events.</p> <p>I know and can use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> |
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Listening, Attention and Understanding ELG Children at the expected level of development will: 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.

Speaking ELG Children at the expected level of development will: 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, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

High quality texts are a key feature of the EYFS curriculum. The books outlined at the beginning of this curriculum document not only support all seven areas of the Early Years Foundation Stage, but they also provide daily discussions through story time. The children will take part in daily book talk where, in

In addition to features of texts, author and illustrator, children will be asked to anticipate and retell events, discuss key characters and setting, discuss familiar and well-loved stories and develop vocabulary through these key texts. The children will also have a daily story read which will also enable these skills, as well as a high reading focus during child-initiated learning where all children will have access to books across the continuous provision. We use Drawing Club to provide meaningful writing opportunities. Vocabulary is developed through thorough vocabulary identification; our wonderful words planning. Poems and rhymes are shared on a daily basis.

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| | <p>Phonics Word Reading (See also Little Wandle progression and Reception progression grid)</p> | <p>I know a rhyming string.</p> <p>I can identify alliteration.</p> <p>I know the initial sound in words.</p> <p>I know some Phase 2 sounds and orally blend.</p> | <p>I know most Phase 2 sounds and orally blend. Blend CVC words independently.</p> <p>I can know some common exception words matched to the Little Wandle scheme.</p> | <p>I know some Phase 3 sounds and blend CVC words.</p> <p>I know some common exception words matched to the Little Wandle scheme.</p> | <p>I know some Phase 3 sounds and begin to blend CVCC and CCVV words.</p> <p>I know some exception words matched to the Little Wandle scheme.</p> | <p>I know most Phase 3 sounds and blend CVC, CVCC and CCVV words.</p> <p>I know some common exception words matched to the Little Wandle scheme.</p> | <p>I know Phase 3 sounds and read common exception words to read texts and develop fluency.</p> |
| | <p>Comprehension (see also progression grid)</p> | <p>I know what a book is about by looking at the front cover.</p> <p>I know the names of different parts of a book.</p> <p>I can answer simple questions about what has happened in a story I have heard.</p> <p>I know the five key concepts about print: - print has meaning - - print can have different purposes - we read English text from left to right and from top to bottom</p> | <p>I can demonstrate what has been read to me by retelling stories and narrative using my own words and recently introduced vocabulary.</p> | <p>I know and use words to describe a character or setting. I am able to retell key texts showing an understanding of events.</p> <p>I know how stories are structured-beginning, middle and end.</p> | <p>I know what happens at the beginning, middle and end of a story.</p> <p>I know that information can be retrieved from books, computers and mobile digital devices.</p> | <p>I can explain how a story character may be feeling. I can use my knowledge of text to predict what may happen next in stories.</p> <p>I can anticipate key events in stories.</p> | <p>I can engage with books and other reading materials at an increasingly deeper level, sometimes drawing on my phonic knowledge to decode words, and my knowledge of language structure, subject knowledge and illustrations to interpret text.</p> <p>I know some words that have the same meaning.</p> |

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| | | - the names of the different parts of a book - page sequencing | | | | | |
| | Writing | <p>I know how to write my name correctly.</p> <p>I am beginning to represent sounds in writing.</p> <p>I know marks have meaning as I draw, write, paint and type.</p> <p>I know what a word is.</p> | <p>I know how to write CVC words.</p> <p>I know what a sentence is.</p> <p>I know that print is written from left to right.</p> | <p>I know how to write a few common exception words.</p> <p>I know sentences start with a capital letter and end with a full stop.</p> <p>I know how to write a simple dictated sentence with support.</p> | <p>I know how to use my developing phonemic knowledge to write a simple sentence.</p> <p>I know how to write some common exception words from memory.</p> | <p>I know how to write a short sentence with words with known sound-letter correspondence using a capital letter, full stop and finger spaces.</p> <p>I know how to write using my knowledge of common exception words and phonic skills.</p> <p>I know there are many different purposes of writing.</p> | <p>I know how to spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>I know how to write sentences with an awareness of lowercase/upper case letters, finger spaces and full stops.</p> |
| <p>Word Reading ELG Children at the expected level of development will: - 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> | | | <p>Comprehension ELG Children at the expected level of development will: - 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> | | | <p>Writing ELG Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p> | |

Personal, Social and Emotional Development

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| | <p><u>Jigsaw- Being Me in My World-Democracy and Rule of law</u> I know how it feels to belong and that we are similar and different.</p> <p>I know how feeling happy and sad can be expressed.</p> <p>I know that it is good to be kind to people. I know children's rights and that this means we should all be allowed to learn and play. I know what being responsible means. I know our 'Be Rules'.</p> | <p><u>Jigsaw- Celebrating Difference-Tolerance</u> I know how it feels to be proud of something I am good at.</p> <p>I know one way I am special and unique.</p> <p>I know that all families are different.</p> <p>I know there are lots of different houses and homes.</p> <p>I know how I could make new friends.</p> <p>I know and can use my words to stand up for myself.</p> | <p><u>Jigsaw- Dreams and Goals/Liberty and Freedom</u> I know that a challenge means I can keep trying until I can do something.</p> <p>I know some kind words to encourage people with</p> <p>I know how to stay safe online.</p> <p>I know about the people who help me and can talk about and show the work they do. For example, CSO, vicar, cleaner. CC-Visits from people in community.</p> | <p><u>Jigsaw- Healthy Me</u> I know the names for some parts of my body and am starting to understand that I need to be active to be healthy.</p> <p>I know some of the things I need to do to be healthy.</p> <p>I know what the word 'healthy' means and that some foods are healthier than others.</p> <p>I know how to help myself go to sleep and that sleep is good for me.</p> <p>I know it is important to wash my hands before I eat and after I go to the toilet.</p> <p>I know what to do if I get lost and how to say NO to strangers.</p> <p>I know the importance of healthy eating and brushing teeth. CC-Visit from the dentist.</p> | <p><u>Jigsaw- Relationships/Mutual tolerance and Respect</u> I know how to make friends if I feel lonely. I know what to say and do if somebody is mean to me. I know Calm Me time can help me to manage my feelings. I know how to work together and enjoy being with my friends.</p> | <p><u>Jigsaw-Changing me</u> I know the name for parts of my body and show respect for myself. I know some foods to eat to be healthy.</p> <p>I know some things I can do to stay healthy-sleep, exercise.</p> <p>I know that we all start as babies and grow into children and then adults.</p> <p>I know that I grow and change.</p> <p>I can talk about how I feel moving to Year 1 from Reception.</p> |
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| <p>Managing Self ELG Children at the expected level of development will: - 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; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> | <p>Self-Regulation ELG Children at the expected level of development will: - 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; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> | <p>Building Relationships ELG Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p> |
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Physical Development

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| | <p>I know how to put on my coat and shoes independently.</p> <p>I know how to move in a range of ways- rolling, crawling, running, hopping, skipping, climbing, jumping on the floor.</p> <p>I can engage in parachute and other playground games to learn to negotiate space.</p> <p>I know how to use tools (tweezers, knife and fork-loading, scissors-holding /carrying correctly, snipping)</p> | <p>I know how to dress myself- putting on clothing in the correct order.</p> <p>I know the correct letter formation for -c, a, o, e, s, d, g, r, m, n ,b, p.</p> <p>I know how to move in a range of ways- rolling, crawling, running, hopping, skipping, climbing, jumping on the apparatus.</p> <p>I know how to use a knife and fork-cutting and Scissors-straight lines</p> <p>I know how to hold a pencil in a comfortable position to write.</p> | <p>I know the correct letter formation for - x, y, v, z, w, l ,t, k, u ,i, f.</p> <p>I know how to use tools (scissors-curved lines and regular shapes)</p> | <p>I know the correct letter formation for some capital letters.</p> <p>I know how to safely use large apparatus inside and out to balance, climb and move around.</p> <p>I know how to use tools-sellotape dispenser, hole punch.</p> <p>I know I must eat a balanced/ varied diet.</p> <p>I know how to hold a pencil for effective writing.</p> | <p>I know the correct letter formation for most capital letters.</p> <p>I know how to use tools (scissors-irregular shapes)</p> <p>I know how to dress myself managing a range of fastenings.</p> <p>I know how to keep myself safe when tackling new challenges, consider and manage risk.</p> <p>I know how to throw, kick, pass, bat and aim-to pass through, kick and dribble balls showing increasing control.</p> | <p>I know how to use a range of tools safely and for a purpose.</p> <p>I know how to play games with simple rules showing co-ordination and control over objects and equipment.</p> <p>I know and practice some appropriate safety measures without direct supervision.</p> <p>I know how to hold a pencil in a tripod grip in preparation for fluent writing.</p> |
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| | <p>I know the correct sitting posture rhyme when seated at a table.</p> <p>I know the 5 P's of handwriting.</p> | <p>I use the correct sitting posture when seated at a table.</p> <p>I am able to follow the 5 P's of handwriting.</p> | | <p>I know the physical changes to my body that can occur when feeling unwell, anxious, tired, angry or sad.</p> | | |
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Throughout the year the children will continue to revise and refine movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills through CIL. They will take part in daily movement activity to help develop children's pivot points-shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing. At lunchtime they will hold and use a knife and fork correctly and understand about healthy eating.

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| <p>Gross Motor Skills ELG Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> | <p>Fine Motor Skills ELG Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p> |
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Mathematics

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| <p>(see progression planning)</p> | <p>Getting to know you -Match -same/different Just like Me- Sort- Make comparisons (Compare amounts, size, mass and capacity) Exploring pattern-make simple patterns</p> <p>It's me 1,2,3! -Represent 1,2,3 -Compare 1,2,3 - Learn about the composition of 1,2,3 -Geometry and spatial thinking (Circles and</p> | <p>Light and dark Numbers to 5 (Four and five, One more and one less) Geometry and spatial thinking (shapes with 4 sides) Measurement-Time (night and day)</p> | <p>Alive in 5! Be introduced to zero Compare numbers to 5 Learn about the composition of 4 and 5 Growing 6,7 and 8. Introducing 6,7 and 8 Making pairs Combining 2 groups Length and height - Time</p> | <p>Building 9 and 10. Be introduced 9 and 10. Compare numbers to 10. Composition of numbers to 10. Number bonds to 10. 3D shape Pattern</p> | <p>To 20 and beyond. Building numbers beyond 10. Counting patterns beyond 10. Spatial reasoning First, then and now. Adding more. Taking away. Spatial reasoning.</p> | <p>Find my Pattern Doubling Sharing and grouping Even and odd Spatial reasoning (3) Patterns and relationships. On the Move Deepening understanding- problem solving linked to story- Pattern Fish Me on the Map Billy's Bucket</p> |
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| | triangles, spatial awareness), | | | | | Spatial reasoning (4)-mapping |
| <p>Number ELG Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> | | | | <p>Numerical Patterns ELG Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | | |

Understanding the World

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| Science | Cycle A | <p>I know ways I have changed since I was a baby.</p> <p>I know the names of baby animals.</p> | <p>I know the effect of Autumn on the natural world around me.</p> <p>I know the names of features of the woodland-trees, branches, trunk, leaves, plants, grass, stones, twigs, conkers, pinecones, acorns.</p> <p><i>CC-Visit to Town Park.</i></p> | <p>I know the effect of Winter on the natural world around them.</p> | <p>I know the effect of Spring on the natural world around them.</p> <p>I know how to care for growing plants.</p> <p>I know about the life cycles of a bean.</p> <p>I know the names of the basic parts of a flowering plant.</p> <p>I know that plants need water, light and warmth to grow.</p> <p><i>CC-Visit to garden centre/allotments.</i></p> | <p>I can explore magnetism and know that some materials are attracted and repelled by magnets.</p> <p>I can explore mirrors and reflections and know that some materials are reflective.</p> <p>I can explore floating and sinking and know that some materials float and some sink.</p> | <p>I know the effect of Summer on the natural world around them.</p> <p>I know that humans can take action to help keep our natural environment safe and clean, including recycling-know about keeping our oceans clean.</p> <p>I know and name animals from an ocean habitat.</p> <p>I know that some things are man-made and some are natural.</p> |
| | Cycle B | <p>I know the names of parts of my body and what they do.</p> | <p>I know the effect of Autumn on the natural world around me.</p> | <p>I know the effect of Winter on the natural world around me.</p> | <p>I know the effect of Spring on the natural world around me.</p> | <p>I know the names of different minibeasts.</p> | <p>I know the effect of Summer on the natural world around me.</p> |

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| | | <p>I know that sleep, food and hygiene are important for my health.</p> <p>I know the effect of exercise on my body.</p> | <p>I know that there are different forces. I know that forces can make things move, slow down and stop.</p> <p>I can explore and talk about different forces they can feel.</p> | <p>I know and name a range of materials.</p> <p>I know that materials can be changed by heating and cooling.</p> <p>I can explore how materials change- popcorn, wax crayons, blocks of ice, ice cubes, bread.</p> | <p>I can identify seasonal patterns focusing on animals.</p> | <p>I know about the life cycles of a butterfly.</p> <p>I can draw pictures of minibeasts.</p> <p>I can observe minibeasts closely and identify them.</p> <p>CC-Visit to Severn Gorge-mini-beast hunt.</p> | <p>I know that some environments are different to the ones in which they live.</p> <p>I know and name a range of different animals from different habitats.</p> <p>I can describe animals from different habitats- jungle, polar, desert.</p> <p>I know how animals are cared for when they live outside their natural environment.</p> <p>CC-Visit to the Exotic Zoo</p> |
| History | Cycle A | <p>I know that I started life as a baby but have since grown and changed.</p> <p>I know that someone's age is the time since they were born.</p> <p>I am beginning to know some language for talking about the passing of time and events that have already happened (before, yesterday, last week, last year).</p> | <p>I know that Remembrance Day is when we remember people who died in war.</p> <p>I can talk about the lives of the people around me and their roles in society.</p> <p>I am aware of changes that happen throughout the year (e.g. seasons, nature).</p> | | | <p>I know who the King and other members of the Royal family are and why they are important.</p> <p>I know about an important historical event- The King's Coronation.</p> <p>I know some language for talking about the passing of time and events that</p> | |

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| | | <p>I am beginning to know that some photographs and drawings represent the past.</p> <p>I can recognise a significant date for me (birthday).</p> <p>I can recount activities that happened in my past using photos/artefacts as a prompt.</p> <p>Kapow-Peek into the Past</p> | <p>I know that the environment around us changes as time passes.</p> <p>I am beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...").</p> | | | <p>have already happened (before, yesterday, last week, last year) and use these accurately.</p> <p>I know that some photographs and drawings represent the past.</p> <p>I know the names of people that are significant in my own life.</p> <p>I know that stories and books can tell us about the past.</p> <p>I know that in fairytales, kings/queens are usually important, powerful people who rule over others.</p> <p>I know that some people are older than others.</p> <p>I recognise that some stories are set a long time ago.</p> <p>I know that parents are older than</p> | |
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| | | | | | | <p>children and grandparents are older than parents (beginning to understand the concept of generations).</p> <p>I am beginning to recognise similarities and differences between the past and today.</p> <p>Kapow-Adventures through Time</p> | |
| | Cycle B | <p>I know some stories about my family e.g. looking at photos and sharing memories of events- My family photos.</p> <p>I know that someone's age is the time since they were born.</p> <p>I am beginning to know some language for talking about the passing of time and events that have already happened (before, yesterday, last week, last year).</p> | <p>I know about transport from the past.</p> <p>I can identify some similarities and differences between transport then and now.</p> <p>I know that the past is anything before the present day.</p> <p>I know the present is now.</p> <p>I know that some people are older than others.</p> <p>I know that parents are older than children and</p> | <p>I know who Mae Jemison is and why she is important.</p> <p>I can talk about the lives of the people around me and their roles in society.</p> <p>I am aware of changes that happen throughout the year (e.g. seasons, nature).</p> | | <p>I know about some changes that happen throughout the year (e.g. seasons, nature).</p> | |

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| | | <p>I am beginning to know that some photographs and drawings represent the past.</p> <p>I can recognise a significant date for me (birthday).</p> <p>I can recount activities that happened in my past using photos/artefacts as a prompt.</p> <p>Kapow-Peek into the Past</p> | <p>grandparents are older than parents (beginning to understand the concept of generations).</p> <p>I am beginning to recognise similarities and differences between the past and today.</p> <p>I know some language for talking about the passing of time and events that have already happened (before, yesterday, last week, last year) and use these accurately.</p> <p>Kapow-Adventures through Time</p> | | | | |
| Geography | Cycle A | <p>I know the name of key features of my school-classroom, office, hall, garden, playground, wood, Sunshine room, toilets.</p> <p>I can identify what the weather is like.</p> | <p>I know and describe differences between a range of places such as woods, school, park, town.</p> <p>I know about the features of Randlay e.g. shops, roads-my journey/walk to school.</p> <p>I know that Randlay is my local community.</p> <p>I know that the terms Spring, Summer, Autumn</p> | <p>I know about Winter and am able to identify typical weather in Winter.</p> | <p>I know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).</p> <p>I know that usually water is represented in blue on a map or globe.</p> | | <p>I Know what country me and my family are from.</p> <p>I know that places within this country can differ from each other.</p> <p>I know that there are differences between places in this country and places in other countries.</p> |

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| | | | <p>and Winter are used to describe the season.</p> <p>I know some of the key characteristics of Autumn.</p> <p>I know that there are four seasons in a year marked by certain weather conditions.</p> <p>I can observe weather across the seasons.</p> <p>I can observe and discuss the effect the changing seasons have on the world around me.</p> <p>Kapow-Outdoor adventures</p> | | <p>I know the name of my school and the place where I live.</p> <p>I know some vocabulary to describe the characteristics of different places (hill, field, building, road, house, old).</p> <p>I know that a map is a picture of a place.</p> <p>I know some vocabulary to describe directions, (e.g near, far, next to, close, behind).</p> <p>I know that a place and its features can be represented in a picture.</p> <p>I am beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p> <p>I can make observations about the characteristics</p> | | <p>I can talk about how environments in stories and images are different to the environment I live in.</p> <p>I can make observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</p> <p>Kapow-Around the World</p> |
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| | | | | | of places (in stories, photographs or in the school grounds/local area) | | |
| | Cycle B | <p>I know the name of key features of my school-classroom, office, hall, garden, playground, wood, Sunshine room, toilets.</p> <p>I can identify what the weather is like.</p> | <p>I know about the features of Randlay e.g. shops, roads-my journey/walk to school.</p> <p>I know that Randlay is my local community.</p> | <p>I know about Winter and am able to identify typical weather in Winter.</p> <p>I know the seasons impact the local environment-notice winter changes in the woodland.</p> | <p>I know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). I know that usually water is represented in blue on a map or globe.</p> <p>I know the name of my school and the place where I live.</p> <p>I know some vocabulary to describe the characteristics of different places (hill, field, building, road, house, old).</p> <p>I know that a map is a picture of a place.</p> | <p>I know that the terms Spring, Summer, Autumn and Winter are used to describe the season.</p> <p>I know some of the key characteristics of each season.</p> <p>I know that there are four seasons in a year marked by certain weather conditions.</p> <p>I can observe weather across the seasons.</p> <p>I can observe and discuss the effect the changing seasons have on the world around me.</p> | <p>I know what country me and my family are from.</p> <p>I know that places within this country can differ from each other.</p> <p>I know that there are differences between places in this country and places in other countries.</p> <p>I can talk about how environments in stories and images are different to the environment I live in.</p> <p>I can make observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</p> |

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| | | | | | <p>I know some vocabulary to describe directions, (e.g near, far, next to, close, behind).</p> <p>I know that a place and its features can be represented in a picture.</p> <p>I am beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p> <p>I can make observations about the characteristics of places (in stories, photographs or in the school grounds/local area)</p> <p>Kapow-Exploring maps</p> | <p>Kapow-Outdoor adventures</p> | <p>Kapow-Around the World</p> |
| <p>Celebrations and Festivals</p> | <ul style="list-style-type: none"> • Harvest Festival | <ul style="list-style-type: none"> • Diwali • Bonfire Night (Nov 5th) • Remembrance Day (Nov 11th) • Christmas (Dec 25th) | <ul style="list-style-type: none"> • New Year (Jan 1st) • Lunar New Year • Holi | <ul style="list-style-type: none"> • Pancake Day • Mother's Day • Easter Sunday • Purim | <ul style="list-style-type: none"> • Eid-al-Fitr | <ul style="list-style-type: none"> • Father's Day | |

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| R.E. | Cycle A | <p>I know a what a celebration is.</p> <p>I know how we celebrate birthdays, Christenings, naming ceremonies, weddings.</p> <p>I know Christians make promises when they get married.</p> <p>CC-Visit from vicar for Christening.</p> | <p>I know Diwali is celebrated by Sikh and Hindu people.</p> <p>I know how Diwali is celebrated.</p> <p>I know the Christian Christmas story.</p> | <p>I know how Lunar New Year is celebrated.</p> <p>I am able to talk about Lunar New Year and recognise how it is similar to and different from other festivals.</p> | <p>I know that Easter is celebrated by Christians.</p> <p>I know how Easter is celebrated.</p> | <p>I know and am able to explain the purpose of a church.</p> <p>I know some things found in a church. I know about some objects from different religions.</p> <p>CC-Visit to our local church.</p> | <p>I know some stories from the bible-Being a disciple.</p> <p>I know that Jesus was a storyteller.</p> <p>I know some stories from the Bible.</p> |
| | Cycle B | <p>I know what is special to me and my family, and how this might be different to what is special to others.</p> <p>I know how we celebrate birthdays, Christenings, naming ceremonies, weddings.</p> <p>I know some ways Sikh and Muslim families' welcome children.</p> | <p>I know the Christian Christmas story.</p> <p>I know a pilgrimage is a religious journey.</p> | | <p>I know that Easter is celebrated by Christians.</p> <p>I know how Easter is celebrated.</p> <p>I know how Purim is celebrated.</p> <p>I know Purim is celebrated by Jewish people.</p> <p>I know a synagogue is a special place for Jewish people.</p> | <p>I know how Eid-al-Fitr is celebrated.</p> <p>I know that Eid-al-Fitr celebrates the end of Ramadan.</p> <p>I am able to talk about Eid-al-Fitr and recognise how it is similar to and different from other festivals.</p> | <p>I know some stories from the bible-Being a disciple.</p> <p>I know that Jesus was a storyteller.</p> <p>I know some stories from the Bible.</p> |
| Computer Science | | Using a computer-Kapow | All about instructions-Kapow | Exploring hardware-Kapow | Programming a beebot-Kapow | Introduction to data-Kapow | |

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| | | <p>I know how to give a simple instruction to make something happen.</p> <p>I can identify familiar letters and numbers on a keyboard.</p> <p>I know what a computer keyboard is and recognise some letters and numbers</p> | <p>I can follow instructions as part of practical activities and games.</p> <p>I know how to follow a series of instructions.</p> <p>I know that being able to follow and give simple instructions is important in computing.</p> | <p>I know that different types of technology can be found at home and in school.</p> <p>I know that you can take simple photographs with a camera or iPad.</p> | <p>I know how to give simple instructions.</p> <p>I know how to program a Bee-bot and learning how to give simple commands.</p> <p>I know that an algorithm is a set of clear and precise instructions.</p> | <p>I know that a pictogram is a way of showing information.</p> <p>I can represent data through pictograms.</p> <p>I know that using yes/no questions to find an answer is known as a branching database.</p> <p>I know that sorting objects into various categories can help you locate information.</p> |
| Information Technology | | <p>I know how use a simple online paint tool to create digital art.</p> | <p>I understand that it is important for instructions to be in the right order.</p> <p>I understand why a set of instructions may have gone wrong</p> | <p>I know how to operate a camera to take photographs of meaningful creations or moments.</p> | <p>I know how to programme the BeeBot to move from A to B.</p> <p>I know how to programme the BeeBot to move from A to B using a series of instructions.</p> | |
| Digital Literacy | <p>I know simple examples of my personal information (e.g. name, address, birthday)</p> | <p>I can log in and log out of a computer with help.</p> | | | | |
| <p>Past and Present ELG Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past</p> | | <p>People, Culture and Communities ELG Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and</p> | | <p>The Natural World ELG Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and</p> | | |

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| and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling; | maps; - 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; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. | differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
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Expressive Arts and Design

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| Throughout the year children will have the opportunity to | Draw | Use a range of mark making media e.g. pencils, chalk, pastels. Use marks and pictures to express their thoughts and feelings. Begin to use and name different lines e.g. thick, thin, wavy, straight. Create simple drawings on what they observe. | | | | | |
| | Painting | Use a range of painting materials e.g. thick thin, ready mix, powder, poster finger paints etc. Use everyday objects to make shapes and marks in paint e.g. cotton reels, sticks, wheels, brushes. Be able to name and describe colours. Begin to understand what happens when colours are mixed together. Combine paint and other materials to create texture. | | | | | |
| | Sculpture and form | Use a range of modelling materials to explore form, e.g. salt dough, junk modelling materials, clay. Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, etc. | | | | | |
| | Printing | Use tools and everyday objects to make marks and everyday prints. | | | | | |
| Being imaginative (Art) Drawing, painting, print making, texture, colour and pattern. | Cycle A | I can explore, use and refine a variety of artistic effects to express my ideas and feelings-drawing and painting self-portraits using drawing pens, pencils and paint. I know how to use a range of mark making tools. | I know how to make a paint lighter and darker by mixing with black or white. I can explore black and white paints on black and white paper. I can investigate shape and silhouettes. | I know how to mix colours in a variety of ways. I know how to manipulate materials to create an effect-clay. I can explore the texture of clay-folding, bending, flattening, rolling. | I know how to use pastels to blend colours. | I know how to draw with increasing complexity making observational drawings of plants using pencils and drawing pens. | I can explore printing techniques -printing with a range of everyday objects. - Printing onto fabric. -Exploring patterns. I know how to use a variety of natural materials to create a piece of natural art. |

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| | | <p>I can name primary and secondary colours.</p> <p>I can explore using a variety of tools to make lines-twigs, feathers, string etc.</p> <p>I know about different artists techniques and practise them- Artist Focus-Mondrian.</p> | | <p>I know how to use tools to create different textures-clay. Pressing shapes into clay tiles to make impressions.</p> <p>I know how to sculpt clay to make press pot. <i>CC-Working with a local artist- clay.</i></p> | | | <p>I know about art from other cultures- Aboriginal Art.</p> |
| | Cycle B | <p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings-drawing and painting self-portraits using drawing pens, pencils and paint.</p> <p>I know how to use a range of mark making tools.</p> <p>I know the names of primary and secondary colours.</p> <p>I know about different artists techniques and practise them- Artist Focus-Pollock</p> | <p>I know how to make a paint lighter and darker by mixing with black or white.</p> <p>I can investigate shape and silhouettes.</p> | <p>I know how to mix colours in a variety of ways.</p> <p>I know how to manipulate materials to create an effect-clay.</p> <p>I know how to use tools to create different textures-clay.</p> <p>I know how to sculpt clay to make press pot. <i>CC-Working with a local artist- clay.</i></p> | <p>I know how to use pastels to blend colours.</p> | <p>I know how to draw with increasing complexity making observational drawings of animals (minibeasts) using pencils and drawing pens.</p> <p>I know about different artists techniques and practise them- Artist Focus-Matisse Snails.</p> | <p>I can explore printing techniques</p> <ul style="list-style-type: none"> -printing with a range of everyday objects. -Printing onto fabric. -Exploring patterns. <p>I know how to use a variety of materials to create a piece of natural art.</p> <p>I know about art from other cultures- African art-Kente prints.</p> |

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| <p>Creating with materials (Design)</p> | <p>Cycle A</p> | | <p>In the Woods-Hibernation boxes (Kapow) (A) Structures (Boats) A</p> | <p>Junk modelling Rainbow catching machine (A) Emergency vehicle(B)</p> | <p>Making soup(A) Bookmarks (B)</p> | <p>Rainbow salad (B)</p> | <p>Structures (Boats) A</p> |
| | | | <p>I can design and make a hibernation box.</p> <p>I understand what hibernation needs and why some animals hibernate.</p> <p>I know how to construct using 3D construction materials-Lego, Duplo, wooden blocks to make a new home/hibernation box for the woodland animals- Percy the Park.</p> <p>I know how to use materials thinking about their purpose.</p> <p>I know how to select and use the appropriate tools for a purpose.</p> | <p>I know how to join junk modelling materials with tape, scissors, glue to design and make a rainbow catching machine.</p> <p>I know how to select and use the appropriate tools for a purpose.</p> <p>I know there are a range to different materials that can be used to make a model and that they are all slightly different.</p> <p>I can make simple suggestions to fix my junk model.</p> | <p>I know that soup is ingredients (usually vegetables and liquid) blended together.</p> <p>I know that vegetables are grown.</p> <p>I can recognise and name some common vegetables.</p> <p>I know that different vegetables taste different.</p> <p>I know that eating vegetables is good for us.</p> <p>I can discuss why different packages might be used for different foods.</p> <p>I can describe some of the following when tasting food: look, feel, smell and taste.</p> <p>I can chop vegetables with</p> | | <p>I design a junk model boat.</p> <p>I can make a boat that floats and is waterproof, considering material choices.</p> <p>I can investigate the how the shapes and structure of a boat affect the way it moves.</p> <p>I can test my design and reflect on what I could have done differently.</p> <p>I know that 'waterproof' materials are those which do not absorb water.</p> <p>I know that some objects float and others sink.</p> <p>I know the different parts of a boat.</p> |

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| | | | | | support, knowing how to use a knife safely. | | |
| | Cycle B | | <p>I design a junk model boat.</p> <p>I can make a boat that floats and is waterproof, considering material choices.</p> <p>I can investigate the how the shapes and structure of a boat affect the way it moves.</p> <p>I can test my design and reflect on what I could have done differently.</p> <p>I know that 'waterproof' materials are those which do not absorb water.</p> <p>I know that some objects float and others sink.</p> <p>I know the different parts of a boat.</p> | <p>I know how to join junk modelling materials with tape, scissors, glue to make an emergency vehicle using junk modelling materials and tape, scissors, glue.</p> <p>I know how to select and use the appropriate tools for a purpose.</p> <p>I know there are a range to different materials that can be used to make a model and that they are all slightly different.</p> <p>I can making simple suggestions to fix my junk model.</p> | <p>I know that a design is a way of planning our idea before we start.</p> <p>I know that threading is putting one material through an object.</p> <p>I can design a simple pattern with paper.</p> <p>I can make choices from available materials.</p> <p>I can explore fine motor/threading and weaving (under, over technique) with a variety of materials.</p> <p>I can use a prepared needle and wool to practise threading.</p> | <p>I know that salad is ingredients (usually vegetables) blended together.</p> <p>I know that vegetables are grown.</p> <p>I can recognise and name some common vegetables.</p> <p>I know that different vegetables taste different.</p> <p>I know that eating vegetables is good for us.</p> <p>I know how to how to use a variety of kitchen utensils safely to design and make salad using garden produce.</p> <p>I know how to use some techniques such as mixing, cutting, grating.</p> | |

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| | | | | | | <p>I can describe some of the following when tasting food: look, feel, smell and taste.</p> <p>I can chop vegetables with support, knowing how to use a knife safely.</p> | |
| Music | Cycle A and B | Exploring Sound (Kapow) | Celebration Music (Kapow) | Music and Movement (Kapow) | | Musical Stories (Kapow) | Big Band (Kapow) |
| | | <p>I know the names of and can play percussion instruments-claves, triangle, chime bar.</p> <p>I can match instruments to their sound.</p> <p>I know what a beat is and copy a beat pattern.</p> <p>I know how to listen carefully and talk about what I hear.</p> <p>I know that sounds can be copied by my voice, body percussion and instruments.</p> <p>I understand that instruments can be played loudly or softly.</p> | <p>I know the names of and can play percussion instruments-tambourine, maracas, sleigh bells.</p> <p>I know how to keep to the beat playing along to music.</p> <p>I can perform songs with others-Christmas Performance.</p> <p>I know that there are special songs we can sing to celebrate events.</p> <p>I understand that my voice or an instrument can match an action in a song.</p> <p>I recognise that different sounds can be long or short.</p> | <p>I know that the beat is the steady pulse of a song.</p> <p>I recognise music that is 'fast' or 'slow.'</p> <p>I understand that I can match our body movements to the speed (tempo) or pulse (beat) of music.</p> <p>I can explore movement with different parts of my body in response to music.</p> <p>I can express different emotional reactions to music,</p> | | <p>I know that a piece of music can tell a story with sounds.</p> <p>I know that different instruments can sound like a particular character.</p> <p>I know what 'high' and 'low' notes are.</p> <p>I can select sounds that make me feel a certain way or remind them of something.</p> | <p>I know that an orchestra is a big group of people playing a variety of instruments together.</p> <p>I know that music often has more than one instrument being played at a time.</p> <p>I understand that performing means playing a finished piece of music for an audience.</p> <p>I can perform as part of a group.</p> <p>I know how to be good audience member, by looking,</p> |

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| | | I can explore and imitate sounds. | I can listen to music from a wide variety of cultures and historical periods. | (smiling, movement, body language). | | | listening and maintaining attention. |
| <p>Creating with materials ELG Children at the expected level of development will: safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Make use of props and materials when role playing characters in narratives and stories.</p> | | | | <p>Being imaginative and expressive ELG Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes, poems and stories with others and when appropriate move in time with music.</p> | | | |