

EYFS Curriculum

2022-2023

Galleywood Infant School



Our Classes



Foxes & Badgers



In our reception classes at Galleywood Infant School, we provide a high quality EYFS education giving children a secure and confident start to their school life. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS statutory framework. We strive for high standards, consider the development of the whole child, and seek to foster resilience and independence. We are inclusive and welcoming to all and positive values are embedded in all that we do. We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education. To do this we plan our curriculum so that it can:

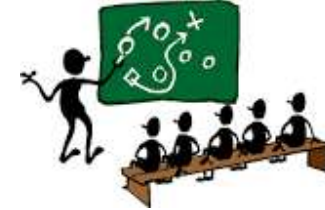
- Broaden minds and children's outlook on life
- Provide experiences of awe and wonder
- Reduce disadvantage
- Consider children's backgrounds and experiences
- Develop knowledge and understanding that is ambitious and prepares them for their next phase of learning.

At Galleywood Infant School, we have two well balanced Reception classes. They are built on our knowledge of the children and considers the their age, friendships, and views of all those involved with them. We have use of two classrooms and a dedicated outdoor area.

The classrooms have a variety of free choice provision and areas for the children to access. They are led by two teachers and are supported by a team of teaching assistants. Staff are organised to support the children in a balance of adult-led and child -initiated experiences throughout the day and the children have free flow access to outdoor learning and provision.

The experienced team plans a variety of exciting learning opportunities each day, we also take planned learning into play as well as responding to unplanned themes or topics that interest the children.

Play, Scaffolding, Modelling



and Directed Teaching

How do we teach children in EYFS?

In our classrooms, you may see playing alone or with their peers, deciding on resources and choosing how to spend their time. You may see a child playing and listening to an adult, who is modelling how to achieve something or teaching a new skill.

Adults may scaffold children's play. This involves taking their play to higher levels of learning, entering the play as a co-creator, and helping to provide a framework for the children to go from "What they know" to "what else they could know"! Scaffolding enables a child to solve problems, carry out tasks or achieve a goal which is just beyond their capabilities. During play, where foundational social and emotional skills are developed scaffolding is a bridge to new skill levels using three key ingredients:

- modelling the skill,
- giving clues and asking questions while acquiring the new skill
- as the child approaches mastery, withdrawing the support.

The new statutory framework does not prescribe a particular teaching approach. The DfE (2021) state in the framework (p16) that "Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults."

At Galleywood Infant School staff work closely with together to plan what we want our children to learn and use whole school learning themes to create a unified consistent approach. The EYFS team then decides what this may look like in our classrooms, through our provision and the most effective ways to teach it. Each day we stimulate the children's interests, respond to each child's emerging needs, and guide their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and develop their skills throughout their reception year, we use more direct teaching and modelling and plan specific sequences of lessons. These strategies help us to focus on teaching the essential skills and knowledge in specific areas of learning so that children develop the skills and confidence required for the end of their reception year and beyond.

The Statutory EYFS Framework

The Early Learning Goals (ELGs) are the knowledge, skills and understanding which young children should have acquired by the time they reach the end of their reception year.

There are three prime areas of learning:

Communication and Language Development

Personal, Social, and Emotional Development

Physical Development

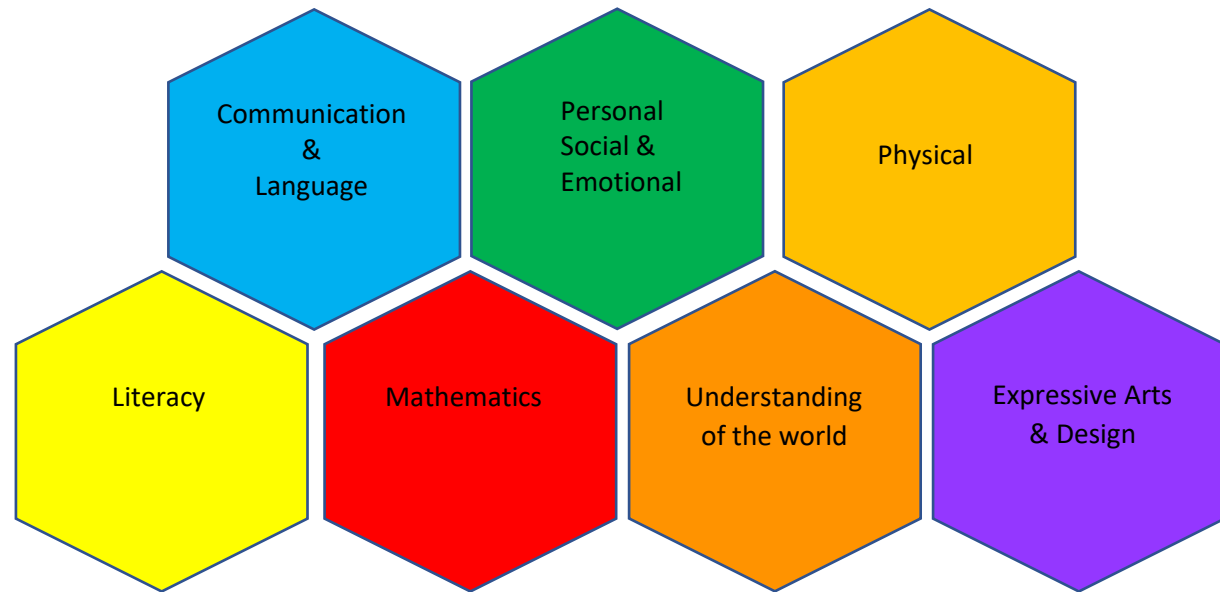
There are four Prime areas of learning:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design



In addition, the 'Characters of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner. By focusing on the Characteristics of Effective Learning through whole school our Learning Star characters, we strive to promote resilience, motivation and appropriate risk taking and problem solving. This supports the child's independence and builds on key skills that they will need throughout their life.

These characteristics are:

Playing and exploring – Engagement

Active learning – Motivation

Creating and thinking critically – Thinking skills

Planning in the EYFS



Our planning focuses on the children's needs, their interests, and their stages of development. We seek opportunities to strengthen their knowledge and to make links between areas of learning and plan next steps accordingly.

We understand the importance of consistency, which is why we follow whole school learning themes that link in with Key Stage 1 but importantly with the Year One curriculum. This planning successfully embeds the EYFS curriculum in an exciting and age-appropriate way whilst giving our children a taste of the foundation subjects before they transition into Year One.

We deliver the curriculum through a mixture of planned purposeful play, objective-led planning as well as adult directed-learning to enable the children to build on what they already know. In class the children may be taught as a whole class, in their year group, in small groups or as individuals to ensure that all children are progressing from their own individual starting point.

Effective Teaching and Learning

We encourage the children to guide us in shaping their learning experiences. The team discuss with the children about what they are interested in and which skills they would like to develop further. Adults also offer children opportunities to try new skills and experiences because children don't always know what they don't know. It is our job to open minds and try new possibilities. We believe that learning should be endless! Children are encouraged to bring books and resources linked to our learning into school to share with their peers. In addition, we use parent observations on Tapestry to learn more about children's likes and dislikes. We develop children's curiosity and encourage inquisitiveness and a hunger for learning and find ways to answer many of the children's on-going questions!

We provide a challenging, exciting, and attractive learning environment that offers high-quality opportunities for the children to learn through play within the classroom and outside. Both classes have continuous provision that is designed to offer practical, open-ended learning opportunities where children are enabled to think creatively and imaginatively. The children are supported to explore how resources can be adapted and use skills in a variety of contexts. We develop problem solving skills through open ended tasks and resources and always encourage a shared thinking approach where ideas are shared and challenged.



Working with Parents

Working in Partnership with Parents

We value the contribution that our parents and careers make to their child's learning and take every opportunity to work in collaboration with them. We provide opportunities for parents to complete an 'All about Page' on tapestry and a 'Journeying Together' booklet. Both are designed to gather as much information as we can before children start at our school. During the year we hold ½ termly Curriculum and Coffee sessions to explore learning in more detail, working alongside the children in practical paired tasks. We encourage all parents to add observations from home so we can gain a wider view of their child. In the Autumn and Spring terms we hold parents' consultations and in the Summer term we send home detailed reports.

The children take home reading books and storybooks to share along with a reading record book which parents/carers are asked to write in every time they read with their child. We also provide Phonics and Maths workshops for parents to attend so that they can learn how to support their child at home.

Tapestry is used to record 'wow' moments in learning, to share exciting activities with parents and to communicate forthcoming learning so it can be explored or consolidated at home.

Community Links and the Wider World

Over the year, we arrange visits from members of the local community to support our topic work. We also arrange trips within the local community for example, St Michaels Church, Parklands Farm, village amenities or the library. Parents are always welcome to support us by accompanying our trips, walks and visitors.

We encourage the children to support local and national charities that have special links with our school and our community. This provides opportunities for reflection and discussion and gives our children a voice when topics can be hard to absorb or understand.

Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop children's awareness of other cultures by exploring different countries and celebrations through our learning themes, SCARF PSHE lessons, and the people within our own community.



Assessment


Observation and Assessment

In the Foxes and Badgers, the team use a range of strategies to gather information about the children's learning and development. We use observation as our main form of assessment, and 'wow' moments are recorded on our online Learning Journey platform 'Tapestry'. Tapestry is a secure online platform which builds on children's experiences during their time with us. It enables parents to view work from school and which areas of the curriculum the children are involved in.. Parents and grandparents can share pictures/videos/memos with the school to inform our planning and assessments of children. Tapestry information is stored on a highly secure server which is monitored closely and can be accessed on a range of devices. As with all our assessment tools, keeping children safe online is of huge importance to us at Galleywood Infant School therefore we ask parents to sign an agreement and other information to show that they understand and agree to the guidelines whilst using Tapestry.

The children's learning is monitored and evidenced through a range of resources; photographs, notes, videos as well as our in-school systems such as Target Tracker or Phonics Tracker. Some learning will be recorded in books or on display in the classrooms. Teachers constantly use their professional judgment to decide what a child is achieving and what they need to do next. The staff watch the children interacting through their playing and learning, we model and guide to support the children assess using the non-statutory frameworks of 'Development Matters' and 'Birth2Five Matters'. Both produced in 2021. Observations are completed individually or in groups and by all team members.

During the first few weeks of the Autumn Term the class teacher completes a baseline assessment on each child to decide which band of the 'Development Matters' they are working within area of the curriculum. We check the preceding bands and record any gaps that children may have and monitor who is not on track for these specific skills. This allows for learning opportunities to be pitched appropriately as well as providing a baseline of children's attainment. This information is closely monitored to ensure that all children make good progress and reach the expected levels at the end of the reception year. The baseline assessment is reported to the local authority.

Towards each half term, the class teacher uses Tapestry, books, knowledge, in house assessment tools to record how all children are progressing in each area of the curriculum, including phonics and which areas we need to work on next. Tracking progress in this way enables staff to monitor the progress the children are making and, in all areas, and check the coverage of all areas of the curriculum. In the Summer term, class teachers review the ELGs | the EYFS profile to decide whether each child is working below or at expected levels. Judgements against the ELGs are based on observations, evidence in books, and discussions with all staff involved with the child. The results of the profile are shared with parents/carers via a report. After this, there is an opportunity to meet with the class teacher to discuss it. The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school Topics	Baseline How does your garden grow?	Earth and Beyond	Where the Wild Things Are	Ready, steady, cook!	Home Sweet Home	Islands/ water
Key Texts	Rosie’s Walk The Little Red Hen The Enormous Turnip Jack and the Beanstalk	Whatever Next How to Catch a Star Mole’s star Aliens Love Underpants	Rumble in the Jungle Walking through the Jungle Lion king/Nemo - visual literacy	The Magic Porridge Pot The Gingerbread Man Grandad’s Garden Recipe books	My New Room Three Little Pigs Homes by Carson Ellis Hansel and Gretel	the lighthouse Keepers lunch Finding Nemo – visual literacy

Prime Areas

Communication and Language




Talk to parents about what language they speak at home, try, and learn a few key words and celebrate multilingualism.

The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

Listening, attention, and understanding speaking	To know and understand how to listen carefully and why listening is important. To know and talk about the school rules and	To be able to ask questions to find out more and to check they understand what has been said to them. To be able to begin developing social	To be able to articulate their ideas and thoughts in well-formed sentences. To be able to connect one idea or action to	To be able to describe events in some detail To be able to use talk to help work out problems and organise thinking and activities.	To be able to describe events in some detail and talk about what they observe in the natural world and growing observations.	To listen to and talk about stories to build familiarity and understanding. To be able to engage in fiction and non-fiction books and talk about
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	<p>how they help to keep us happy and safe.</p> <p>To be able to engage in story times. To be able to 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.</p> <p>To be able to talk about and describe themselves and their families.</p> <p>To know and talk about the different people who help us in the school community. (Police, fire brigade, Dr and Nurses)</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play</p>	<p>phrases and engage in story times.</p> <p>To be able to make comments about what they have heard and ask questions to clarify their understanding.</p> <p>To be able to hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>To know be able to use the new vocabulary taught in Topic in discussions and play</p> <p>To know vocabulary related to different celebrations and understand the different ways people celebrate.</p>	<p>another using a range of connectives.</p> <p>To be able to engage in non-fiction books.</p> <p>To be able to listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary regarding different places around the world.</p> <p>To be able to 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.</p>	<p>To be able to use talk to explain how things work and why they might happen.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play.</p> <p>To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>To be able to use talk to help work out problems and organise thinking and activities.</p> <p>To know explain how things work and why they might happen regarding the environment and sustainability.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>To know and talk about what they can do to have a positive impact on the environment.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play.</p> <p>To know and talk about some influential figures from the past.</p>	<p>what they have read and what has been read to them.</p> <p>To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To be able to 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.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play</p>
ELGs:	<p>Listening, Attention and Understanding- 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.</p> <p>Speaking- participate in a small group, class or one to one discussion, offering their own ideas, using recently introduced vocabulary.</p>					
KS1: (Taken from National Curriculum	<p><i>Listen & respond appropriately to adults and their peers.</i></p> <p><i>Ask relevant questions to expand their knowledge and understanding</i></p>					

English Spoken language)	Articulate and justify answers arguments and opinions.				
	<h2 style="text-align: center;">Personal, Social and Emotional Development</h2> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>				
Self-Regulation, Managing Self Building Relationships (These have been split for extra focus supporting the SCARF HRE scheme of work)	<p>To know the school rules and be able to talk about how they help to keep them happy and safe.</p> <p>To be able to talk about how to stay safe.</p> <p>To be able to see themselves as a valuable individual.</p> <p>To be able to build constructive and respectful relationships.</p> <p>To know how to be a good friend</p> <p>To know what to do if they are feeling worried about something.</p> <p>To be able to express their feelings and consider the feelings of others and regulate behaviour accordingly.</p> <p>To be able to work and play cooperatively and take turns with others</p> <p>To be able to give focused attention to what their peers and the teachers say.</p>	<p>To be able to show resilience and perseverance in the face of challenge.</p> <p>To be able to Identify and moderate their own feelings socially and emotionally.</p> <p>To be able to display confidence to try new activities</p> <p>To be able to Manage own basic hygiene and personal needs.</p> <p>To know what democracy means and begin to build an awareness of majority votes through voting in class.</p>	<p>To be able to show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>To be able to set and work towards simple goals.</p> <p>To be able to display Confidence to try new activities.</p> <p>To be able to explain the reasons for rules and know right from wrong.</p> <p>To be able to Manage own behaviour.</p> <p>To be able to talk about what is fair and what is not fair.</p>	<p>To be able to think about the perspectives of others.</p> <p>To be able to manage their own needs.</p> <p>To know about and show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>To be able to set and work towards simple goals.</p> <p>To be confident to try new activities and be able to explore different ways of doing things.</p> <p>To be able to explain the reasons for rules and know right from wrong.</p>	<p>To be able to show sensitivity to their own and to others’ feelings.</p> <p>To be able to display confidence to try new activities and show independence, resilience and perseverance in the faces of challenge</p> <p>To be able to 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>

SCARF topics	<p><u>Me and my Relationships</u> Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried</p> <p><u>Valuing difference</u> Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.</p>	<p><u>Keeping myself safe</u> Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe</p>	<p><u>Being my best</u> Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well</p>	<p><u>Rights and responsibilities</u> Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</p>	<p><u>Growing and changing</u> Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.</p>
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ELGs:

Self-Regulation- 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 focus and attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

Managing self- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

Building Relationships- Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and other's needs.


KS1: (based on RSHE statutory guidance and SCARF framework)

To understand the roles of different people and that there are different types of families.

To understand that their behaviour affects others and how to be polite and respectful.

To know how to use online services to communicate and do this safely.


To know how to keep healthy based on food, exercise and some hygiene routines including sun safety.



Physical Development


Physical activity is **vital** in children’s all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child’s strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

<p>PE</p> <p>Skills from whole school progression map <i>(provided by PE subject leaders)</i></p>	<p>To be able to move confidently in different ways.</p> <p>To know and revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>To be able to listen to instructions and know how to stay safe in gym lessons.</p> <p>To know and be able to travel and balance in different ways, returning to defined space.</p> <p>To be able to move on the spot and around with some awareness of others</p> <p>To be able to experiment with wide range of small equipment learning some degree of control.</p> <p>To be able to name basic tools and explain their safe use in P.E.</p>	<p>To be able to balance and coordinate safely.</p> <p>To be able to negotiate space effectively.</p> <p>To be able to develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>To be able to experiment with and develop increasingly complex ways of travelling.</p> <p>To be able to define own space without visible boundaries.</p> <p>To know how to use high apparatus safely.</p> <p>To be able to use high apparatus such as the ropes and climbing structures in P.E and in the playground.</p>	<p>To know and be able to perform in small groups some floor Gymnastic moves.</p> <p>To be able to Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport,</p> <p>To be able to perform a single skills or movement with simple control.</p> <p>To know and be able to discuss some of the changes that occur during exercise.</p> <p>To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time.</p>	<p>To be able to use gymnastics on apparatus to balance, climb & swing.</p> <p>To be able to link at least 2 movements together when performing a small range of skills.</p> <p>To be able to work sensibly with others, taking turns and sharing whilst Comparing movements and skills with others.</p> <p>To be able to use equipment properly and move and land safely.</p> <p>To be able to work in a team collaborating and problem solving. (Outdoor and adventurous activities)</p>	<p>To know and refine a range of skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>To be able to Develop confidence, competence, precision, and accuracy when engaging in activities (Fielding, striking, tennis cricket)</p> <p>To know and consolidate travelling and balancing skills through building sequences.</p> <p>To be able to Experiment with direction and be able to change direction and speed whilst maintaining personal space.</p> <p>To know what constitutes a healthy lifestyle.</p> <p>To be able to Use large and small apparatus safely and with some skill.</p>	<p>To know how to participate in sporting events.</p> <p>To know and participate in different athletic races and events.</p> <p>To be able to show good agility, balance and coordination.</p> <p>To be able to run throw and jump.</p> <p>To be able to use a sequence of movements with some changes in level, direction or speed</p> <p>To be able to combine different movements with ease and fluency.</p> <p>To know and use relevant vocabulary when observing changes in self and others when exercising.</p>
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		To be able to experiment with wider range of equipment and use with more control.				
Gross and fine Motor Skills Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	<p>To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To know and be able to talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>To be able to develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p> <p>Develop fine motor skills- holding pencil correctly, using scissors etc.</p> <p>Fine motors skills to be continually developed through continuous provision or Objective Led Planning (OLP)</p>					
ELGs:	<p>Gross Motor Skills- 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- 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>					
KS1 (taken from PE National curriculum)	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p>					
	<h2>Mathematics</h2>					
	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
Number and Numerical Patterns	Subitising To perceptually subitise within 3 To identify sub-groups in larger arrangements	Subitising To continue from first half-term To subitise within 5, perceptually and conceptually, depending on the arrangements.	Subitising To increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements	Subitising To explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.	Subitising To continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns	To know and be able to form Numbers 0-20 To be able to Order numbers 0-20 and say what one more or one less is

<p>Following the NCTEM mastering number program</p>	<p>To create their own patterns for numbers within 4</p> <p>To practise using their fingers to represent quantities which they can subitise</p> <p>To experience subitising in a range of contexts, including temporal patterns made by sounds.</p> <p><u>Cardinality, ordinality & counting</u></p> <p>To relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</p> <p>To have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</p> <p>To have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</p> <p>To have opportunities to develop an</p>	<p><u>Cardinality, ordinality & counting</u></p> <p>To continue to develop their counting skills</p> <p>To explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</p> <p>To begin to count beyond 5</p> <p>To begin to recognise numerals, relating these to quantities they can subitise and count.</p> <p><u>Composition</u></p> <p>To explore the concept of ‘wholes’ and ‘parts’ by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</p> <p>To explore the composition of numbers within 5.</p> <p><u>Comparison</u></p> <p>To compare sets using a variety of strategies, including ‘just by looking’, by subitising and by matching</p>	<p>To explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</p> <p>To experience patterns which show a small group and ‘1 more’ continue to match arrangements to finger patterns.</p> <p><u>Cardinality, ordinality & counting</u></p> <p>To continue to develop verbal counting to 20 and beyond</p> <p>To continue to develop object counting skills, using a range of strategies to develop accuracy</p> <p>To continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</p> <p>To order numbers, linking cardinal and ordinal representations of number.</p> <p><u>Composition</u></p> <p>To continue to explore the composition of 5 and practise recalling</p>	<p><u>Cardinality, ordinality & counting</u></p> <p>To continue to consolidate their understanding of cardinality, working with larger numbers within 10</p> <p>To become more familiar with the counting pattern beyond 20.</p> <p><u>Composition</u></p> <p>To explore the composition of odd and even numbers, looking at the ‘shape’ of these numbers</p> <p>To begin to link even numbers to doubles</p> <p>To begin to explore the composition of numbers within 10.</p> <p><u>Comparison</u></p> <p>To compare numbers, reasoning about which is more, using both an understanding of the ‘howmanyness’ of a number, and its position in the number system.</p> <p><u>SSM</u></p> <p>To know different times of the day, days of the</p>	<p>To use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</p> <p>To subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</p> <p>To be encouraged to identify when it is appropriate to count and when groups can be subitised.</p> <p><u>Cardinality, ordinality & counting</u></p> <p>To continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</p> <p>To continue to develop confidence and accuracy in both verbal and object counting.</p> <p><u>Comparison</u></p> <p>To explore the composition of 10.</p> <p><u>Composition</u></p>	<p>To be able to count forwards and backwards on a number line.</p> <p>To be able to recognise different coins and make amounts using them.</p> <p>To be able to solve money subtraction problems.</p> <p>To be able to tell different times.</p> <p>To Know 2D, 3D shapes and shapes properties.</p> <p>To be able to Recognise and create patterns.</p> <p>To be able to halve numbers and know and recall halving number facts</p> <p>To be able to Double and know and recall double number facts.</p> <p>To be able to solve Number word problems- (addition and subtraction) with manipulatives and mentally.</p> <p>To be able to count in 2s, 5s and 10s</p> <p><u>SSM</u></p>
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	<p>understanding that anything can be counted, including actions and sounds</p> <p>To explore a range of strategies which support accurate counting.</p> <p><u>Composition</u> To see that all numbers can be made of 1s</p> <p>To compose their own collections within 4.</p> <p><u>Comparison</u> To understand that sets can be compared according to a range of attributes, including by their numerosity</p> <p>To use the language of comparison, including 'more than' and 'fewer than'</p> <p>To compare sets 'just by looking'.</p> <p><u>SSM</u> To know 2D shapes and be able to talk about their properties.</p> <p>Money- Using money in role play and beginning to recognise different coins.</p>	<p>To compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p> <p><u>SSM</u> To know coins, have different values.</p> <p>To be able to recognise coins and begin to match amount to coin values 1p,2p, 5p</p>	<p>'missing' or 'hidden' parts for 5</p> <p>To explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</p> <p>To begin to see that numbers within 10 can be composed of '5 and a bit'.</p> <p><u>Comparison</u> To continue to compare sets using the language of comparison, and play games which involve comparing sets</p> <p>To continue to compare sets by matching, identifying when sets are equal</p> <p>To explore ways of making unequal sets equal.</p> <p><u>SSM</u> To know the days of the week.</p> <p>To know 2D shapes and shape properties.</p> <p>To be able to talk about patterns in events using language first, then, after before.</p>	<p>week and months of the year.</p> <p>To know coins, have different values and be able to say what some coins values are.</p> <p>To know and be able to talk about 3D shapes and shape properties</p>	<p>To order sets of objects, linking this to their understanding of the ordinal number system.</p> <p><u>SSM</u> To know the minute and hour hands on a clock.</p> <p>To begin to be able to tell O'clock and half past times.</p> <p>To be able to make comparisons with length, weight or capacity.</p>	<p>To Know 2D, 3D shapes and shapes properties.</p> <p>To be able to Recognise and create patterns.</p>

	To be able to select and rotate shapes building an awareness that shapes can have shapes within it.		To be able to talk about and identify patterns and create own patterns.			
ELGs:	<p>Number- Have a deep understanding of numbers to 10 including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 including double facts.</p> <p>Numerical Patterns- 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 odds and evens, double facts and how quantities can be distributed equally.</p>					
KS1 (taken from Maths National curriculum)	The principal focus is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. Pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. By the end of KS1 pupils should know the number bonds to 20.					
	<h2>Literacy</h2> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
Comprehension Word Reading Writing	<p>To know some graphemes and phonemes.</p> <p>To be able to correctly say the phonemes and match it to the grapheme.</p> <p>To orally blend some CVC words.</p> <p>To begin to show understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To know all the phase 2 tricky words.</p> <p>To blend sounds to read simple words</p> <p>To segment and write some CVC words.</p> <p>To begin to write some short captions, labels, and simple repetitive sentences with adult support.</p> <p>To read some short sentences.</p> <p>To know sentences are made up of several words.</p>	<p>To know the sounds for each letter in the alphabet and at least 5 digraphs</p> <p>To read and write some CVCC words.</p> <p>To read words consistent with their phonic knowledge.</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including all phase 2 tricky words.</p>	<p>To know and read phase 3 tricky words</p> <p>To know the sounds for each letter in the alphabet and at least 10 digraphs.</p> <p>To read simple words, sentences and books that are consistent with their phonic knowledge, including all taught tricky words</p> <p>To segment and spell words.</p> <p>To begin to be able to talk about adjectives in sentence writing.</p>	<p>To form all lower-case and some capital letters correctly.</p> <p>To segment and spell words and write simple phrases and sentences that can be read by others.</p> <p>To read simple words, sentences and books that are consistent with their phonic knowledge, including all taught tricky words</p> <p>To infer why things happen in stories</p>	<p>To write sentences using adjectives, nouns and connectives.</p> <p>To consistently use capital letters, finger spaces and full stop.</p> <p>To be able to re-read what they have written to check that it makes sense.</p> <p>To demonstrate understanding of what they have read by retelling and answering comprehension questions.</p>

	<p>To be able to anticipate key events in stories.</p> <p>To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Use mark making as a way to convey or interpret ideas, experiences and messages.</p>	<p>To participate in shared writing experiences.</p> <p>To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>To be able to talk about story structures.</p> <p>To talk about characters, settings, authors and illustrators</p>	<p>To write recognisable letters, in line with PENPALS handwriting scheme.</p> <p>To segment and spell regular words when writing independently.</p> <p>To write simple regular words as sentences</p> <p>To continue to build an awareness of capital letters full stops and finger spaces when writing sentences.</p> <p>To begin to represent a well-known story using a story map.</p>	<p>To re-read loved books for enjoyment and build their fluency, understanding and confidence.</p> <p>To retell stories and narratives using their own words and recently introduced vocabulary.</p> <p>To begin to innovate a well-known story using a story map.</p>	<p>To use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>To Write a sequence of ideas as short sentences.</p> <p>To join some digraphs when writing.</p> <p>To write sentences and begin to use capital letters full stops and finger spaces when writing.</p>	<p>To read a variety of texts consistent with their phonic knowledge.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including most taught tricky</p> <p>Write phrases and sentences that can be read by others.</p> <p>To introduce narratives in their own writing.</p>
<p>Phonics Little Wandle</p>	<p>Phase 2 Sounds: s-l Tricky Words: is I the</p>	<p>Phase 2 Sounds: ff-nk Tricky Words: put-be</p>	<p>Phase 3 Sounds: ai – er Tricky words: was-pure</p>	<p>Phase 3 Sounds: review ai-er Tricky words: Review is-pure</p>	<p>Phase 4 short vowels sounds endings: ing/ed/est Tricky words: said-today</p>	<p>Phase 4 Long vowel sounds Recap endings Recap all tricky words</p>
<p>ELGs:</p>	<p>Comprehension- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Word Reading- Say a sound for each letter of the alphabet and at least 10 diagraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing- Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying the sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>					
<p>KS1 (taken from Jonathon Bond Year 1 curriculum)</p>	<p>Speaking, Listening and Discussion - Tell a story or describe an incident clearly</p> <p>Becoming a Reader- Retell a story using prompts</p> <p>Planning, Composing and Evaluating - Write a sequence of sentences</p> <p>Spelling - Use letter names to talk about different grapheme choices</p>					




Understanding the World

Understanding the world involves guiding children to **make sense of their physical world and their community**. The **frequency and range** of children’s personal **experiences increases their knowledge** and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, **listening to a broad selection** of stories, non-fiction, rhymes and poems **will foster their understanding** of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. **Enriching and widening** children’s vocabulary will support later reading comprehension.

<p>Past and Present</p> <p>People, culture and Communities</p>	<p>To be able to talk about members of their immediate family and community.</p> <p>To be able to talk about themselves in the past when they were younger and make sense of their family history.</p> <p>To know, name and describe people who are familiar to them.</p> <p>To be able to talk about members of their immediate family and community.</p> <p>To be able to talk about the lives of people around them and their roles in society both in the present and past.</p>	<p>To know and understand that some places are special to members of their community.</p> <p>To know some historical facts and stories</p> <p>To be able to recognise that people have different beliefs and celebrate special times in different ways. (Halloween, Bonfire night, Divali, Christmas)</p> <p>To know about different celebrations that occur in Autumn (Diwali, Hannukah, Remembrance Day, Christmas and black history month,)</p> <p>To know about some influential figures from the past such as Mary Anning, Rosa Parks, Guy Fawkes and Martin Luther King, Neil Armstrong</p>	<p>To be able to draw information from a simple map for their local area.</p> <p>To be able to recognise some similarities and differences between life in this country and life in other countries.</p> <p>To learn about different cultures in other places in the world.</p> <p>To be able to Comment on images of familiar situations in the past.</p>	<p>To be able to compare characters from stories, including figures from the past.</p> <p>To compare and contrast artefacts from the past including toys.</p> <p>To continue to learn about different cultures in other places in the world.</p>	<p>To continue to show respect and tolerance for those with different ideas and beliefs than their own</p> <p>To be able to respect the values, ideas and beliefs of others whilst not imposing personal beliefs on others.</p>	<p>To be able to Look at Similarities and differences between the natural world around them in the past and present.</p> <p>To know about influential figures from the past such as Amelia Earhart, The wright brothers, Neil Armstrong and discuss historical events that have happened in the past.</p> <p>To be able to comment on images situations in the past.</p>
<p>Skills from whole school</p>	<p>Begin to develop an awareness of the past</p>	<p>Show an understanding of the concept of</p>	<p>Know that there are similarities and</p>	<p>Make observations about why things occur</p>	<p>Discussing history through stories</p>	<p>Important events across the year (seasons,</p>


<p>progression map (provided by History subject leaders)</p>	<p>and passing of time (me then/ now/ dinosaurs/ animals now)</p> <p>People in my family</p> <p>Recount changes that have occurred in their own lives.</p> <p>Children talk about past events in their lives or the lives of their family members.</p>	<p>nation and a nation's history (Bonfire night, Remembrance Day)</p> <p>Consider chronology within the context of own lives</p>	<p>differences between themselves and others, and among families, traditions and communities (homes around the world)</p>	<p>and talk about changes (Galleywood changing)</p> <p>Children know about similarities and differences related to places, objects and things (toys old + new)</p> <p>Can talk about past events (toys then + now)</p> <p>Show an understanding of the concept of nation and a nation's history (Coronation+ Jubilee)</p> <p>Make observations about why things occur and talk about changes (habitats changing)</p>	<p>Make observations about why things occur and talk about changes (ships, boats and the ocean)</p>	<p>Birthday, age, Harvest-recap and reflect</p>
<p>The Natural World</p>	<p>To explore the natural world around them, making observations and drawing pictures and observing Important changes and Seasons outside</p> <p>To describe what they see, hear, and feel whilst outside.</p>	<p>To explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>To know and understand the important processes and changes in the natural world around them, including seasons and changing states of matter through observations and investigations at Forest school</p>	<p>To Explore the natural world around them.</p> <p>To compare the natural world in different places around the world. (Looking at geographical and climate differences.</p> <p>To describe what they see, hear, and feel whilst outside.</p> <p>To begin to understand the negative impact that humans can have the environment.</p> <p>To Understand the important processes and changes in the natural world around them, including seasons and changing states of matter.</p>	<p>To explore and talk about different forces they can feel when experimenting.</p> <p>To know what they can do to make positive changes towards sustainability.</p> <p>To know and understand the important processes and changes in the natural world around them building an understand of how</p>	<p>To be able to talk about the differences between materials and changes they notice.</p> <p>To know what a plant needs to grow.</p> <p>To explain some concepts of growth through observation of seeds growing in the EYFS garden.</p> <p>To know about some lifecycles with a focus on tadpoles.</p>	

					human activity can have a negative impact on the environment and what they can do to look after the natural world.	To know how to care for the natural environment and living things
Skills from whole school progression map <i>(provided by Geography subject leaders)</i>	Shows an interest in the lives of those who are familiar to them Comments and asks questions about their familiar world and places they live or the natural world.	Shows care and concern for living things and their environment. Looks loosely at similarities/ differences and how things change. Discuss seasons and weather	Talk about the features of their own immediate environment and how they might differ from other		Know about similarities and differences between themselves and others as well as communities and traditions.	Talk about changes in the environment Children know about similarities and differences related to places, objects and things.
Skills from whole school progression map <i>(provided by Science subject leaders)</i>	<p>Pose simple questions – Why, How, Where, Do?</p> <p>-Identifying and classifying</p> <p>-Observations over time (e.g tree diary)</p> <p>Name and describe a plant using some key scientific terms and ideas</p> <p>First hand observation of the natural world around them.</p> <p>Using simple equipment Hand magnifying glasses I-pads – camera and video</p>	<p>Pose simple questions – Why, How, Where, Do?</p> <p>First hand observation of the natural and man-made world/objects around them.</p> <p>Perform simple tests in groups or as a whole class</p>	<p>Start to compare by noticing simple similarities and differences (comparing animals)</p> <p>-Identifying and classifying (animals)</p> <p>Children use and draw from pre-existing knowledge about the world/an idea/experience to begin to make connections</p>	<p>Children describe what they see, hear, feel, taste (using senses & taste test)</p> <p>Perform simple tests in groups or as a whole class</p> <p>Children use and draw from pre-existing knowledge about the world/an idea/experience to begin to make connections (see above experiment)</p> <p>Pose simple questions – Why, How, Where, Do? (Germ experiment with gel/glitter)</p>	<p>Pose simple questions – Why, How, Where, Do? (water experiments)</p> <p>Perform simple tests in groups or as a whole class</p> <p>Children use and draw from pre-existing knowledge about the world/an idea/experience to begin to make connections</p> <p>Using simple equipment Choose non-std units (floating/sinking exp?)</p> <p>-Pattern spotting</p>	<p>Name and describe a material/object using some key scientific terms and ideas</p> <p>Perform simple tests in groups or as a whole class</p> <p>Children use and draw from pre-existing knowledge about the world/an idea/experience to begin to make connections (e.g draw simple conclusions from a materials investigation linking ideas)</p> <p>- Whole class or group research (e.g: finding out about materials used a long time ago in castle/village life)</p>
ELGs:	<p>Past and Present- Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past 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.</p> <p>People, culture, and Communities- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts images and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what</p>					

	<p>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, nonfiction texts and (when appropriate) maps.</p> <p>The Natural World- Explores the natural world around them making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p>					
<p>KS1 <i>(taken from Geography National curriculum)</i> <i>(taken from History National curriculum)</i></p> <p><i>(taken from Science National curriculum)</i></p>	<p>Locational Knowledge: Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capitals of the UK.</p> <p>Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-EU country.</p> <p>Human & physical geography: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to: Key physical features including: beach, cliff, coast, forest, hill,</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally</p> <p>Notices, talks about and discusses the seasonal changes they experience. Can identify and explain the similarities and differences and purposes that everyday materials might have.</p>					
 <p>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</p>	<h2 style="text-align: center;">Expressive Arts and Design</h2> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p>Music</p>	<p>To be able to sing in a group or on their own, increasingly matching</p>	<p>Listen to and explore the beats of different music from around the world.</p>	<p>To know different songs and dance from around the world.</p>	<p>To know a repertoire of songs- nursery, topical, seasonal,</p>	<p>Be able to listen attentively, move to, and talk about music,</p>	<p>To watch and talk about dance and performance art, expressing their feelings and responses.</p>

	<p>the pitch and following the melody.</p> <p>To know a range of nursery rhymes and simple songs</p> <p>To explore sound through: Singing topical, multicultural, seasonal etc songs.</p>	<p>To know that different music is played for different celebrations.</p> <p>To learn to play percussion, instruments and to listen as they play to the sounds they make.</p> <p>To know that sounds can be changed by altering the way they are made</p> <p>To move to musical stimuli and keep in time to the music.</p> <p>To perform in the Christmas presentation</p>	<p>To join in simple songs remembering some of the words.</p> <p>To participate in action songs which call for movement</p>	<p>interdenominational, and multi-cultural</p> <p>To Imitate and create movement in response to music</p> <p>To Tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound.</p>	<p>expressing their feelings and responses.</p> <p>To understand music can be written and begin to use musical symbols to create their own rhythms.</p>	<p>To Begin to be able to move rhythmically.</p> <p>To be able to Recognise repeated sound and motion movements to music</p> <p>To use a variety of instruments in different ways to create new sounds.</p> <p>To sequence a variety of sounds to create melodies and songs.</p>
<p>Creating with Materials Being Imaginative and expressive</p>	<p>To explore what happens when they mix colours.</p> <p>To experiment to create different textures.</p> <p>To draw and paint pictures of their families and people in the community.</p> <p>To develop storylines in their pretend play.</p> <p>To know that different media can be combined to create new effects.</p>	<p>To learn about and create arts and crafts from different cultures e.g Rangoli patterns, Divas, Christmas cards, Hanukah cards.</p> <p>To know colours can be mixed to make a new colour.</p> <p>To invent narratives in role play and when playing in the EYFS garden.</p> <p>To play with others during role play who are engaged in the same theme.</p>	<p>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>To know that different materials can be used to create Art.</p> <p>To explore art from different places around the world.</p> <p>To use simple tools and techniques competently and appropriately when creating arts from round the world</p>	<p>To create collaboratively sharing ideas, resources, and skills.</p> <p>To use props and role play to tell stories and act out narratives in play.</p> <p>To know different uses and purposes for a range of media materials.</p>	<p>To know and select tools and techniques needed to shape, assemble and join materials.</p> <p>To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p> <p>To make props and use them to retell historical events adventure stories.</p> <p>To engage with topic related role play.</p>	<p>To safely use and explore a variety of materials, tools and techniques.</p> <p>To experiment with colour, design, texture, form and function.</p> <p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>To construct with a purpose.</p> <p>To use paints and pastels and other resources to create observational drawings.</p>

	<p>To Manipulate materials to achieve a planned effect. To play with others during role play who are engaged in the same theme.</p> <p>To create simple representations of events, people and objects.</p>	<p>To be able to sing and perform songs and rhymes from different celebrations.</p> <p>To make props and retell stories for different audiences.</p> <p>To perform songs Dance in the Christmas presentation.</p>	<p>To select tools and techniques needed to shape, assemble and join materials they are using and explain the processes they have used.</p>			
<p>Skills from whole school progression map <i>(provided by Art subject leaders)</i></p>	<p><u>Drawing</u> Make marks with different drawing materials such as pencils, crayons, pastels, chalks. Explore large scale outside drawing. Develop and practice different line types such as curved, straight, wavy, thick, thin. Make simple representations of objects familiar to them such as, my house, my cat, my family</p>	<p><u>Painting</u> Use thick and thin brushes. Describe and discuss the work of notable artists. Explore mixing and naming secondary colours. Develop an understanding of warm/cold colours. Use some of their ideas in their own creations.</p>	<p><u>Collage</u> Cut and tear paper and card for their own collages. Glue a combination of materials that have been cut or torn to create a picture. <u>Printing</u> Use objects to create prints (eg. vegetables, sponges). Discuss the shapes and patterns that different objects make. Develop rubbings using wax crayons Use fingers, hands, or feet to create print pictures.</p>			<p><u>Textiles</u> Use paper to weave with support Large scale weaving eg. Fence and skipping ropes, slats in a bench and daisies/long grass/leaves. Join material using glue. <u>Sculpture</u> Begin to sculpt with a variety of junk modelling materials Join with cello tape, glue and stickers Manipulate and use playdough/plasticine</p>
<p>Skills from whole school progression map <i>(provided by DT subject leaders)</i></p>		<p><u>Electricals & Electronics</u> To know that some toys and devices need batteries to work. To understand that if something is not working properly it could be fixed.</p>		<p><u>Food</u> Handle equipment including knives effectively and safely. Practise stirring, mixing and pouring.</p>	<p><u>Materials</u> Cut materials safely using scissors. <u>Textiles</u> Colour and decorate textiles using some techniques (adding sequins, pompoms,</p>	<p><u>Mechanics</u> Name different types of transport. Discuss mechanisms on toys such as, wheels on cars or levers on bridges. <u>Construction</u> Use glue and sticky tape.</p>

					sticky shapes, lollipop sticks)	Construct with a purpose in mind.
ELGs:	<p>Creating with Materials- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Share their creations explaining the process they have used. Make use of props and materials when roleplaying narratives and stories,</p> <p>Being Imaginative and Expressive- Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems, and stories with others, and (when appropriate) try and move in time with Music.</p>					
KS1 <i>(taken from music National curriculum)</i>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>					
<i>(taken from Art & Design National curriculum)</i>	<p>To use a range of materials creatively to design and make product. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>					
<i>(taken from DT National curriculum)</i>	<p>Design: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make: Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate: Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Technical knowledge. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>					
	Computing					
ICT	To be able to Use a simple programme on the iPad or interactive whiteboard and predict the behaviour of a simple pattern. (Phonics play, paint, Top Marks)		To be able to execute a sequence of instructions on a programming toy or app to guide a robot. To know some ways to stay safe online. To be able to Use a digital camera or camcorder to record images and videos.		To know information can be retrieved from a computer. To know and understand different uses of technology and know-how computers help us outside school. To Know how to stay safe online.	
Barefoot Computing	Creating, Pattern, Logic, Algorithms, Decomposition, Collaborating	Algorithms Perseverance collaboration				Algorithms, Decomposition, Creating, Tinkering, Logic, Patterns, Abstraction, Collaborating
KS1 <i>(taken from Computing)</i>	<p>To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions To create and debug simple programs</p>					

National Curriculum)	To use logical reasoning to predict the behaviour of simple programs To use technology purposefully to create, organise, store, manipulate and retrieve digital content To recognise common uses of information technology beyond school To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
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