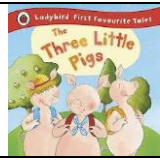


Early Years Foundation Stage: Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Who am I?</p>	<p>Who are my friends and family?</p>	<p>What's in a story?</p>	<p>What happens when things change?</p>	<p>What happens when things grow?</p>	<p>Which people help us?</p>
Reception	<p>What makes me, me?</p>	<p>Where do I live?</p>	<p>Where in the world will we go?</p>	<p>Where does life begin?</p>	<p>Can you tell a story?</p>	<p>What is beyond the clouds?</p>



Areas of Learning

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Focus Objectives	<p>To establish the routine and understand Nursery rules.</p> <p>To develop a sense of membership of a community (Family Group)</p> <p>To recognise the emotions happy and sad.</p>	<p>To begin to talk about my feelings, what makes me happy, what makes me sad.</p> <p>To recognise the emotion 'angry'</p> <p>To follow and remember rules without needing an adult.</p>	<p>To understand how my friends might be feeling.</p> <p>To recognise the emotion 'worried'.</p> <p>To share my play ideas with a friend.</p>	<p>To know how to comfort my friends.</p> <p>To know I am part of the nursery community.</p> <p>To develop a sense of responsibility within nursery.</p>	<p>To talk to others to solve conflict and find a solution.</p> <p>To make healthy choices.</p> <p>To elaborate and negotiate a play idea.</p>	<p>To know who I can trust in school</p> <p>To develop appropriate ways to be assertive.</p> <p>To know that I am part of a whole school community.</p>
Ongoing objectives PSED	<ul style="list-style-type: none"> • To play with other children. • To follow and remember rules without needing an adult. • To gain confidence in new situations. • To play with a small group of friends. • To elaborate and negotiate a play idea. • To select and use activities and resources with help. • To be increasingly independent in managing their own care needs. • To make healthy choices. 					

Reception Focus Objectives	<p>To see themselves as a valuable individual</p> <p>To know and talk about healthy eating, brushing my teeth.</p> <p>To communicate freely about their home and community.</p> <p>To identify their own feelings and talk about ways to moderate own feelings.</p> <p>To express their feelings and consider the feelings of others.</p> <p>To know and talk about safe screen time.</p>	<p>To think about the perspectives of others.</p> <p>To know and talk about having a good sleep routine.</p> <p>To know when they are upset by a situation and explain why.</p> <p>To say why they like some things more than others.</p>	<p>To build respectful relationships.</p> <p>To consider the feelings of others.</p> <p>To think about the perspectives of others.</p>	<p>To work cooperatively, taking turns with others.</p> <p>To show resilience and perseverance in the face of a challenge.</p> <p>To explain the reasons for rules, knowing right from wrong.</p> <p>To show sensitivity to the needs of others.</p>	<p>To give focussed attention to what someone else is saying.</p> <p>To be confident to speak in a familiar group.</p> <p>To describe myself in positive terms.</p> <p>To know and talk about being a safe pedestrian.</p>	<p>To set and work towards simple goals.</p> <p>To show independence in the face of challenges.</p> <p>To develop confidence to try new things.</p> <p>To build positive relationships with others.</p>
Reception Ongoing Objectives	<ul style="list-style-type: none"> • To manage their own personal hygiene. • To build constructive and respectful relationships. • To build confidence to talk to other children during play. • To show confidence to ask for help. • To have confidence to try new activities. • To say when they do and do not need help. • To welcome and value praise for what they have done. • To play cooperatively, taking turns with others. • To moderate their own feelings in social situations. • To participate in a wide range of activities. • To know and talk about the importance of regular physical activity. 					

ELG	<p>Self-Regulation Children at the expected level of development will</p> <ul style="list-style-type: none"> • 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 where appropriate. • Give focussed 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.
	<p>Managing Self Children at expected level of development will</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a 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>Building Relationships Children at expected level of development will</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments with adults and friendships with peers. • Show sensitivity to their own and others' needs.

Communication and Language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Focus Objectives	<p>To follow a one-part instruction.</p> <p>To sing hello, tidy up and going home songs as part of the daily routine.</p> <p>To take turns in a conversation</p> <p>To learn and use new vocabulary relating to Myself.</p>	<p>To follow an instruction that has more than one part.</p> <p>To communicate my needs using a simple sentence.</p> <p>To perform a simple song to an audience.</p> <p>To learn and use new vocabulary relating to My Family and Friends</p>	<p>To answer a simple about what I have heard</p> <p>To be able to talk about familiar books.</p> <p>To be able to retell a story.</p> <p>To learn and use new vocabulary relating to stories</p>	<p>To begin to use a range of tenses in relation to what I observe.</p> <p>To learn and use new vocabulary relating to changes</p> <p>To answer a simple why question.</p>	<p>To express a point of view.</p> <p>To learn and use new vocabulary relating to growing</p>	<p>To use full sentences when I am talking.</p> <p>To debate when I disagree using words as well as actions.</p> <p>To learn and use new vocabulary relating to who helps us.</p>

<p>Nursery Ongoing Objectives</p>	<ul style="list-style-type: none"> • To enjoy listening to longer stories. • To use a wider range of vocabulary. • To know many rhymes and talk about familiar books. • To take turns in conversation with others. • To use talk to organise their thoughts in play situations. • To begin to use longer sentences. 					
<p>Reception</p>	<p>To understand how to listen carefully and why listening is important.</p> <p>To listen to stories with increasing attention and recall.</p> <p>To listen to one another in one-to-one or small groups.</p>	<p>To ask questions to check they understand what has been said.</p> <p>To articulate ideas and thoughts in well-formed sentences.</p> <p>To listen carefully to rhymes and songs.</p> <p>To listen to and follow an instruction involving several parts.</p> <p>To ask and respond to 'why' questions.</p>	<p>To ask questions to find out more</p> <p>To show an interest in non-fiction books.</p> <p>To respond to instructions involving several parts.</p>	<p>To connect one idea or action to another using a range of connectives.</p> <p>To describe events in some detail – natural processes.</p> <p>To explain why things might happen.</p> <p>Remember key points from a story without needing prompts.</p>	<p>To describe events in some detail – stories.</p> <p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To retell stories with some exact repetition and some in their own words.</p>	<p>To use talk to help work out problems and organise thinking and activities.</p> <p>To talk about non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> <p>To use past, present and future tenses correctly.</p>
<p>Reception Ongoing Objectives</p>	<ul style="list-style-type: none"> • To learn new vocabulary. • To use new vocabulary throughout the day. • To learn rhymes, poems and songs. • To develop social phrases. • To engage in story times. • To know the importance of being quiet when listening. • To sit quietly during appropriate times. • To engage in non-fiction books. • To listen to an entire story from beginning to end. • To respond to what they hear with relevant comments, questions and actions. • To hold conversations when engaged with adults and peers. 					

ELG	<p>Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 conversations when engaged in back-and-forth exchanges with their teachers and peers. <p>Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Focus Objectives	<p>To be increasingly independent by managing our own personal needs.</p> <p>To use large muscle movements.</p> <p>To begin to use various one-handed tools.</p>	<p>To know and understand the importance of brushing our teeth.</p> <p>To use large muscle movements to safely use resources.</p> <p>To use a comfortable grip with control when holding a pencil.</p>	<p>To choose resources purposefully to carry out our ideas.</p> <p>To recognise sequences and patters of movement relating to music.</p>	<p>To confidently manage our needs independently.</p> <p>To safely move larger resources with a friend.</p> <p>To use a mark making tool with control.</p>	<p>To join in with ring games and group activities.</p> <p>To independently use one-handed tools for a purpose.</p>	<p>To be able to dress independently.</p> <p>To remember sequences when joining in with physical activities relating to music.</p> <p>To use a tripod grip with good control when writing.</p>
Nursery Ongoing Objectives	<ul style="list-style-type: none"> • To be increasingly independent by managing their own personal needs. • To know and understand the importance of healthy eating and exercise. • To show a preference for a dominant hand when writing. • To continue to develop their movement, balancing and ball skills. • To match their physical skills to tasks and activities. • To be increasingly independent as they dress and undress. 					

<p>Reception Focus Objectives</p>	<p>To move safely and sensibly in a space with consideration of others.</p> <p>To develop moving safely and stopping with control.</p> <p>To use equipment safely and responsibly.</p> <p>To use different travelling actions whilst following a path.</p> <p>To work with others co-operatively and play as a group.</p> <p>To follow, copy and lead a partner.</p>	<p>To explore different body parts and how they move.</p> <p>To remember and repeat actions.</p> <p>To express and communicate ideas through movement exploring directions and levels.</p> <p>To create movements and adapt and perform simple dance patterns.</p> <p>To copy and repeat actions showing confidence and imagination.</p> <p>To move with control and co-ordination, linking, copying and repeating actions.</p>	<p>To develop balancing whilst stationary and on the move.</p> <p>To develop running and stopping.</p> <p>To develop changing direction.</p> <p>To develop jumping and landing.</p> <p>To develop hopping and landing with control.</p> <p>To explore different ways to travel.</p>	<p>To develop balancing.</p> <p>To develop running and stopping.</p> <p>To develop changing direction.</p> <p>To develop jumping.</p> <p>To develop hopping.</p> <p>To explore different ways to travel using equipment.</p>	<p>To develop rolling a ball to a target.</p> <p>To develop stopping a rolling ball.</p> <p>To develop accuracy when throwing to a target.</p> <p>To develop bouncing and catching a ball.</p> <p>To develop dribbling a ball with your feet.</p> <p>To develop kicking a ball.</p>	<p>To develop rolling and tracking a ball.</p> <p>To develop accuracy when throwing to a target.</p> <p>To develop dribbling with hands.</p> <p>To develop throwing and catching with a partner.</p> <p>To develop dribbling a ball with your feet.</p> <p>To develop kicking a ball to a target.</p>
<p>Reception Ongoing Objectives</p>	<ul style="list-style-type: none"> • To revise and refine the fundamental movement skills they have already acquired. • To further develop the skills needed to manage the school day successfully. • To use core muscle strength to achieve good posture when sitting at a table or sitting on the floor. • To develop small motor skills using a range of tools. • To negotiate space when running. • To develop the foundations of a handwriting style which is fast accurate and efficient holding a pencil between thumb and 2 fingers. • To know it is good to be active and get out of breath sometimes. • To stand on one foot. • To confidently use a range of large and small apparatus, developing overall body-strength, balance, co-ordination and agility. • To jump off objects carefully. • To travel with confidence and skill over, under and through equipment. • To combine different movements with ease and fluency. • To demonstrate strength, balance and coordination when playing. 					

ELG

Gross Motor Skills

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.

Fine Motor Skills

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.

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Phonics Phase 1 Aspect 1 (Environmental Sounds)</p> <p>Learning new vocabulary related to Nursery routines and myself.</p> <p>To learn the names of different parts of a book.</p> <p>To recognise my own name.</p>	<p>Phonics Phase 1 Aspect 2 and 3 (Instrumental Sounds and Body Percussion)</p> <p>Using vocabulary to talk about stories I listen to.</p> <p>To handle a book with care, turning pages in sequence.</p> <p>To write the initial letter of my name.</p>	<p>Phonics Phase 1 Aspect 4 (Rhythm and Rhyme)</p> <p>To identify main characters in a story – What’s in a story?</p> <p>To understand that writing goes from left to right.</p> <p>To write some recognisable letters from my name.</p>	<p>Phonics Phase 1 Aspect 5 (Alliteration)</p> <p>To look at various print knowing its purpose.</p> <p>To spot rhyming words in stories.</p> <p>To write my name with recognisable letters.</p>	<p>Phonics Phase 1 Aspect 6 (Voice Sounds)</p> <p>To identify familiar logos.</p> <p>To suggest rhyming words when listening to poems and stories.</p> <p>To write some letters accurately.</p>	<p>Phonics Phase 1 Aspect 7 (Oral Blending and Segmenting)</p> <p>To have extended conversations about stories they have listened to.</p> <p>To recognise words with the same initial sounds.</p> <p>To use my letter knowledge in early writing (Shopping Lists, labelling work)</p>
Reception	<p>Phonics Phase 2 (ELS)</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words using phase 2 sounds.</p> <p>Read common exception words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p>Form lower case and capital letters correctly.</p> <p>Spell words using known letter-sound correspondences.</p> <p>Tell a story to friends.</p>	<p>Phonics Phase 3 (ELS)</p> <p>Read some letter groups that each represent one sound and say the sounds for them</p> <p>Blend sounds into words using phase 3 sounds.</p> <p>Read common exception words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p>Spell words using known letter-sound correspondences.</p> <p>Start to write short sentences.</p>	<p>Phonics Phase 3 (ELS)</p> <p>Read and write common exception words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p>Spell words using known letter-sound correspondences.</p> <p>Talk about events and characters in books. Suggest what might happen next in a story.</p> <p>Blend sounds into words, so that’s they can read short words made up of known letter sounds correspondences.</p>	<p>Phonics Phase 3 (ELS)</p> <p>Read and write common exception words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p>Spell words using known letter-sound correspondences.</p> <p>Talk about my favourite book.</p> <p>Re read books to build confidence and fluency.</p> <p>Write simple sentences that can be read by themselves and sometimes others.</p>	<p>Phonics Phase 4 (ELS)</p> <p>Read common exception words.</p> <p>Read words consistent with my phonic knowledge by blending sounds.</p> <p>Demonstrate an understanding of what has been read to me</p> <p>Write recognisable letters most of which are correctly formed..</p>	<p>Phonics Phase 5 (ELS)</p> <p>Read common exception words.</p> <p>Read aloud simple books that are consistent with phonic knowledge.</p> <p>Anticipate key events in stories.</p> <p>Write simple phrases and sentences that can be read by others.</p>

	Talk about sentences.	Start to use full stops and capital letters in the correct places.	Begin to form lower case and capital letters correctly. Re read books to build up confidence in word reading, fluency and their understanding and enjoyment.	Re read what I have written to make sure it makes sense..		
ELG	<p>Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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>Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 					

Mathematics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Counting up to 5, using number names in order.</p> <p>Explore 2D shapes.</p> <p>To begin to understand prepositions 'on' and 'under'.</p> <p>To explore patterns in the environment.</p>	<p>To subitise – recognising a group of three objects without counting.</p> <p>To know and use the language of flat, round, sides and corners.</p> <p>To understand prepositions in front and behind.</p>	<p>To know one more than a given number.</p> <p>Explore 3D shapes.</p> <p>To identify and talk about pattern using descriptive language.</p> <p>To introduce language relating to a fictional event – then, first, next.</p>	<p>To compare quantities using more than and fewer than.</p> <p>To use language relating to 3D shapes.</p> <p>To explore a simple ABAB pattern.</p>	<p>To link amounts to numerals up to 5.</p> <p>To talk about the properties of 2D shapes.</p> <p>To use mathematical language to describe what they have observed relating to growing.</p>	<p>To use marks to represent numerals.</p> <p>To know a set of objects tells you a total – (Cardinal Principle.)</p> <p>To talk about the properties of 3D shapes.</p> <p>To select and use shapes appropriately for building.</p>
Reception	<p>Count objects, actions and sounds.</p> <p>Count up to 3 or 4 objects saying a number name for each item.</p> <p>Select the correct numeral to represent 1 to 5 objects.</p> <p>Recognise some numerals of personal significance.</p> <p>Be more confident in identifying shapes in the environment.</p> <p>Make meaningful pictures with shapes.</p>	<p>Count objects, actions and sounds to 10.</p> <p>Compare numbers using 'more than' 'fewer than' and 'equal to.'</p> <p>Select the correct numeral to represent 1 to 10 objects.</p> <p>Link the number symbol to its cardinal value.</p> <p>Subitise up to 5.</p> <p>Compare height and use comparative language 'taller, 'shorter' and 'the same'</p> <p>Name and describe 2D shapes.</p>	<p>Match numeral to quantity up to 10.</p> <p>Count an irregular arrangement of up to 10 objects.</p> <p>Subitise numbers to 10.</p> <p>Explore the composition of numbers up to 10.</p> <p>Count out objects from a larger group.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>Beginning to use teens to count beyond 10.</p> <p>Find doubles of numbers to 10.</p> <p>Begin to experiment with capacity.</p> <p>Create, copy and continue complex patterns (AAB, AABB, ABBABB)</p> <p>Explore length.</p> <p>Recognise, identify and name 3D shapes.</p>	<p>Create number bonds to 10.</p> <p>Count objects to 20.</p> <p>Represent numbers to 20 in different ways.</p> <p>Explore and explain the composition of numbers to 20.</p> <p>Verbally count beyond 20 recognising the pattern of counting in the number system.</p> <p>Begin to use vocabulary involved in adding and subtracting including counting on and back.</p>	<p>Recall number bonds for numbers 0 – 10.</p> <p>Automatically recall double facts.</p> <p>Explore and represent numbers within patterns up to 10 including odds and evens, doubling facts and how numbers can be shared equally.</p> <p>Manipulate and rotate shapes and use them for a purpose.</p> <p>Solve problems involving numbers to 20.</p>

					Combine two groups of objects. Take away an amount from a group.	
ELG	<p>Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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>Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 					

Understanding the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>To begin to make sense of my own life story.</p> <p>To understand and discuss the similarities of different families and communities.</p> <p>To develop a positive attitude about myself.</p> <p>To talk about what I can see introducing new vocabulary.</p> <p>To explore how things work – Sphero Robots, Pulley system.</p>	<p>To know there are different countries in the world – family history.</p> <p>To celebrate Diwali and Christmas.</p> <p>To explore collections of materials, talking about similarities and differences.</p> <p>To understand the terms float and sink.</p>	<p>To understand how we respect and care for the natural environment.</p> <p>To explore forces and how they feel – push and pull.</p>	<p>To talk about changes they notice – melting, cooking.</p> <p>To investigate light and dark relating to change.</p> <p>To use vocabulary relating to investigating and observing change.</p>	<p>To celebrate Eid – celebrating a religious event.</p> <p>To plant a seed and make simple observations.</p> <p>To understand the key features of a life cycle – ‘A caterpillar to butterfly’.</p>	<p>To show an interest in different occupations relating to People who help us.</p> <p>To explore the role of occupations through role-play and stories.</p> <p>To talk about people who help us using new vocabulary.</p>

<p style="text-align: center;">Reception</p>	<p>To remember and talk about significant events in their own experiences.</p> <p>To know and understand that their grandparents are older than their parents.</p> <p>To talk about members of their immediate family and relations.</p> <p>To know and talk about different factors which affect their health and well-being.</p> <p>To interact with a range of technology.</p>	<p>To understand the effects of changing seasons on the world around them. (Autumn)- Local Walk</p> <p>To compare images of buildings and transport in the past and present.</p> <p>To talk about members of their community and their roles in society.</p> <p>To explore and test the strength of different materials.</p> <p>To explore the properties of materials.</p> <p>To understand the past through stories.</p> <p>To draw information from a simple map (Local Area)</p> <p>To understand that some places are special to members of the community- local walk.</p> <p>To recognise that people have different beliefs and celebrate special times in different ways (Christmas)</p> <p>To interact with a range of technology (Beebots)</p>	<p>To recognise some environments that are different from the one in which they live.</p> <p>To understand the effects of changing seasons on the world around them. (Winter)- Local Walk</p> <p>To recognise some similarities and differences between life in this country and life in other countries.</p> <p>To recognise that people have different beliefs and celebrate special times in different ways (Lunar New Year)</p> <p>To draw information from a simple map (UK and World)</p> <p>To interact with a range of technology (Google Maps)</p>	<p>To understand the effects of changing seasons on the world around them. (Spring)- Local Walk</p> <p>To plant a sunflower seed and know what is needed to make it grow.</p> <p>To make simple observations – chicks hatching.</p> <p>To talk about a range of animals and their young.</p> <p>To use the terms egg, chick, hen and hatch to talk about the life cycle of a chick.</p> <p>To recognise that people have different beliefs and celebrate special times in different ways (Easter)</p> <p>To interact with a range of technology (Drawing apps)</p>	<p>To understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>To make predictions and test which materials float or sink.</p> <p>To create a boat that will float.</p> <p>To name and describe different plants.</p> <p>To follow a simple recipe to bake.</p> <p>To recognise that people have different beliefs and celebrate special times in different ways (Eid)</p> <p>To interact with a range of technology (Story books)</p>	<p>To understand the effects of changing seasons on the world around them. (Summer)- Local Walk</p> <p>To recognise some environments that are different from the one in which they live – space.</p> <p>To explore natural processes – shadows.</p> <p>To recognise that people have different beliefs and celebrate special times in different ways (Eid)</p>
<p style="text-align: center;">ELG</p>	<p>Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the 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.

People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and 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.

The Natural World

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 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.

Expressive Arts and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>To explore primary colours.</p> <p>To remember and sing our nursery songs.</p> <p>To take part in simple pretend play related to my experiences.</p> <p>To create closed shapes with continuous lines.</p> <p>To explore joining materials using glue</p>	<p>To explore colour mixing.</p> <p>To use drawings to represent ideas like movement and noises. (Write Dance)</p> <p>To express different emotions in my drawings.</p> <p>To paint a portrait including facial features.</p> <p>To listen to and appreciate the difference between sounds made with instruments.</p> <p>To play instruments with increasing control.</p>	<p>To respond to what they have heard, expressing their thoughts and feelings.</p> <p>To make small world models with blocks and construction kits.</p> <p>To explore a range of materials and textures through collage.</p> <p>To begin to develop stories using small world equipment.</p> <p>To explore joining materials using tape.</p> <p>To clap or tap to the pulse of a song.</p>	<p>To develop my own ideas when using different materials.</p> <p>To explore large scale printing.</p> <p>To begin to manipulate and mould malleable materials</p> <p>To identify and make high and low sounds.</p>	<p>To 'pitch match.'</p> <p>To create an observational drawing using sketch and water colours.</p> <p>To know that tools can be used for a purpose.</p> <p>To use tools safely.</p>	<p>To draw with increasing complexity and detail.</p> <p>To choose the right materials to carry out their own ideas.</p> <p>To begin to develop complex stories using small world.</p> <p>To use taught techniques to join materials and explore textures independently.</p> <p>To follow and create a musical pattern.</p> <p>To sing a range of nursery rhymes.</p>
Reception	<p>To join using different resources.</p> <p>To realise that tools can be used for a purpose.</p> <p>To use tools and techniques competently and appropriately.</p> <p>To sing and perform songs using actions and appropriate pitch.</p>	<p>To watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>To explore the work of an artist (Friedenrich Hundertwasser)</p> <p>To experiment with a variety of lines.</p> <p>To use colour mixing to create required colours.</p> <p>To use adhesives for a purpose.</p> <p>To build structures using a variety of materials and</p>	<p>To listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>To develop story lines in their pretend play.</p> <p>To make a range of models/ structures with junk materials and construction kits independently.</p> <p>To know how to create a repeated pattern through printing.</p>	<p>To use marks, lines and curves when sketching.</p> <p>To explore, use and refine drawing skills to create observational drawings.</p> <p>To thread using different materials.</p> <p>To use a range of tools and techniques to thread.</p> <p>To independently use one-handed tools for a purpose- hammer and wood.</p>	<p>To role play and perform stories that they have heard.</p> <p>To create and make props and resources to support imaginative play.</p> <p>To create simple two note patterns.</p> <p>To collage using a variety of materials.</p>	<p>To create collaboratively.</p> <p>To return to and build on previous skills, refining their ideas.</p> <p>To design, make and evaluate models and structures.</p> <p>To follow a simple recipe.</p> <p>To sing or rap songs with increasing confidence.</p>

		joining techniques- eg, flange. To select appropriate colours and brushes. To find different ways to keep the pulse of music.	To learn songs from other cultures. To develop cutting and chopping skills by making a stir fry. To discuss the models they have made and what they might do differently next time. To perform songs adding a simple instrumental part.	To keep the pulse throughout a song with a single note.		
ELG	<p>Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 to move in time with music. 					