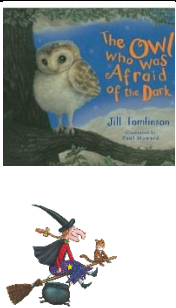
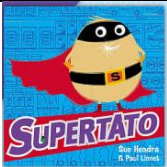
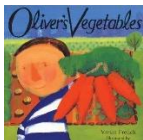


LONG-TERM PLAN - RECEPTION

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	themes	<i>My School</i>	<i>Light & Dark - Festivals of Light</i>	<i>People who Help Us</i>	<i>Living Things</i>		<i>Serengeti</i>	
LINKS FROM NURSERY	Possible themes, interests, lines of enquiry	What is different What is school about? Where is my school – look at learning areas. People in school & routines, Classmates similarities & differences. Likes / dislikes Class name Season related topics – signs & weather	Celebrations – below - now & past (within living memory & historical perspective) Light & dark – colour & reflections Dark boxes / dens Feelings about the dark Season related topics – signs & weather Ice, melting Day / night Nocturnal animals / lives Season related topics – signs & weather Colour pictures	Emergency Services Medical / Health People in our lives Jobs around the area Past & now Looking after the environment recycling Fantasy – superheroes Helpful Super powers Places/ activities of danger Making safe places Large models Visit to Emergency Services Museum	Animals & Lifecycles Names / body parts Habitats eg hot or cold Growth – incl humans Changes - timelines Caring for animals – endangered species Ducks Plants & Food Kinds of plants eg flowers, trees, food What do they need to grow? Planting – incl outside Observational drawing & art Where do we find them? Season related topics – signs & weather Artists in nature. Patterns, textures		World Maps Natural/manmade features Similarities / differences Weather / climate Landscapes Animals Season related topics – signs & weather Landscapes	LINKS TO YEAR 1 & NATIONAL CURRICULUM
	Celebrations & experiences	Harvest Festival 1.10.23	Halloween Diwali Bonfire Night Remembrance Children in Need	NESM Visit Lunar New Year (Dragon) 10.2.24 Shrove Tuesday 13.2.24	World Book Day 7.3.24 Mother's Day 10.3.24 Comic Relief 17.3.24 Easter	Eid al fitr 9/10. 4.24 Hatching ducklings	Father's Day 16.6.24 Eid ul adha 16/20.6.24 Sports Day	

			Christmas Tree Festival Advent Nativity play		31.3.24			
	Suggested texts	Traditional tales Familiar stories	Room on the Broom The owl who was afraid of the dark. Nativity Story, Rama & Sita	Supertato Superworm Emergency!	The Hungry caterpillar Blown Away	The Seed Oliver's Veg	Mama Miti No1 Car Spotter	
								

	PRIME	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		<i>My School</i>	<i>Light & Dark - Festivals of Light</i>	<i>People who help us</i>	<i>Living Things</i>		<i>Serengeti</i>	
Use a wider vocabulary. Understand why questions. Follow 1/2 part instructions. Talk about familiar rhymes & books. Begin to use longer sentences. Use talk to organise their play.	Communication and Language	Listen to other children during play. Listen & show attention at carpet time (short period) Respond to 1/2 step instructions appropriately. Speak in simple sentences to other children during play and adults in class.	Listen more during carpet sessions to adults and peers. Listen to new stories. Demonstrate attention during a guided task and chosen activities & begin to understand why attention is important. Respond to questions based on books and discussions and ask questions about them. Respond to why questions. Follow 2 step instructions. Begin to verbally retell stories using key phrases / events. Use Key new vocabulary in play.	Listen in differing situations eg guided, shared & independent activities. Begin to demonstrate greater levels of attention during classroom tasks. Talk about & make predictions from stories. Take turns when speaking and checking understanding. Verbally retell stories Use clear sentences & conjunctions. Children describe things they have done. Use appropriate new vocabulary in play & discussions.	Listen & pay attention to the person speaking, including those less familiar. Demonstrate attention in different contexts and develop concentration for longer periods. Talking with peers & adults with greater confidence. Follow 3 step instructions, Use talk to resolve conflict. Ask questions to clarify understanding, Recall key moments from texts & discussions, Talk to clarify thinking.	Listen in a range of situations in & out of the classroom. Be able to listen & remain on task or continue with an activity. Keep play going by extending conversation & narrative. Ask & answer relevant questions. Explain how things work, what happened & why. Use well formed sentences with added detail. Use speech to problem solve.	Listen in a range of situations in & out of the classroom, peers & adults. Show greater levels of attention during learning tasks & longer periods on selected activities. Ask for clarification & give explanations, Retell a story in own words, Regularly introduce new vocabulary into discussions & other contexts. Use tenses appropriately in speech, Show greater confidence speaking in front of a group.	listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command

								of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication.
	SKILLS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	ELG
	Listening, Attention and Understanding	To understand how to listen carefully To understand why listening is important To be able to	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges	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 teacher and peers

	Speaking	To talk in front of a small group To talk to adults To learn new vocabulary	To answer questions in front of whole class. To use new vocabulary throughout the day	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because	To share their work to the class- standing up at the front To use new vocabulary in different contexts To engage in non-fiction books	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
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Select & uses resources for a purpose with help. Develop a sense of responsibility & community. Become more outgoing with unfamiliar	Personal social and emotional	Begin to talk about feelings with an adult. May arrive upset but can be comforted by an adult. Listen to rules & expectations, learn and follow them with reminders.	Comfort friends that may be upset, Begin to identify own feelings & name them. Enjoy praise for achievements. Begin to take turns and share without reminders, Developing patience with an understanding that there is more than just them in class.	Know who to talk to when upset. Begin to be able to calm self down Show pride in achievements. Follow behaviour expectations for the school. Show greater independence making choices, explain what they	Talk about interests, likes & dislikes. Begin to understand what is important to help us learn & stay safe. Recognise when others around them have been upset. Organise self in school activities with developing resilience & perseverance.	Try to share & take turns with greater independence. Apologise if they have accidentally hurt or upset someone. Show confidence in trying new things. Look after & care for self	Begin to demonstrate emotional resilience. Seek resolutions with others during games. Developing independence & managing own behaviour in a range of situations.	
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people in their setting. Grow more confident in social situations. Play with 1 or more children & begin to extend & elaborate ideas. Increasingly follow rules & remember without a reminder. Develop appropriate ways to be assertive. Use vocabulary to describe feelings eg happy sad.		Have developing awareness of themselves. Show more independence in school & getting ready, Begin to ask for help to support developing relationships with peers & familiar adults.	Begin to explain preferences when making choices. Talk to children & staff in setting & ask for help when needed.	are doing & why eg snack, drinks belongings. Ask for help when needed. Developing friendships – happy to play in & out of class.	Understand that there are healthy choices. Building secure relationships through talk & play with peers.	independently in school. Understand the need for healthy choices. Develop further bonds with peers & recognise when they need help.	Understand how to make healthy choices. Develop confidence towards transition.	
	SKILLS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	ELG
	Self-regulation	To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow onestep instructions	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow twostep instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of other	To control their emotions using a range of techniques To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To follow instructions of three steps or more	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 focussed attention

								to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing self	To wash hands independently To put coat and socks on independently To get changed for P.E with support To explore different areas within the environment To use the toilet independently	To develop class rules and understand the need to have rules To put P.E kit on independently To have confidence to try new activities	To begin to show resilience and perseverance in the face of challenge To practise doing up a zipper To practise doing buttons To practise doing up buckles	To develop independence when dressing and undressing for activities such as PE, wet suit work and Forest Schools	To identify and name healthy foods To manage own basic needs independently	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	To seek support of adults when needed To gain confidence to speak to peers and adults	To play with children who are playing with the same activity To begin to develop friendships To have positive relationships with all Year R staff	To begin to work as a group with support To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school To have strong friendships	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Match skills to task.	Physical Development	Develop skills to successfully	Refine movement skills.	Develop & refine ball skills. Develop confidence &	Understand what contributes to overall health & wellbeing	Combine different	Use a range of large & small equipment safely & with	KS1 - PE Take part in co-Operative
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Develop movement, balance, pose, including large scale. Use steps with alternate feet. Increasingly remember sequence & patterns to music & rhythms. Use 1 handed tools Develop comfortable grip for pens / pencils & show preference for dominant hand. Show increased independence getting dressed.		navigate the school day. Develop core muscles to aid good posture in work spaces, Begin to use tools & equipment safely. Use pencils & small equipment with comfort. Make left to write towards correct letter formation. Make clear snips on paper.	Develop body strength, balance, co-ordination & agility. Experiment with different ways of moving. Show an awareness of space & others while moving. Begin to use some correct letter formation.	accuracy in activities with a ball. Continue to develop body strength, balance, co-ordination & agility, combining movements. Develop ability to dance to music. Develop an effective pencil grip. Demonstrate greater skill using small tools including scissors.	Negotiate space effectively, adjusting speed & direction. Demonstrate increased ball control. Be aware of the need to use equipment safely & begin to negotiate obstacles. Form recognisable letters correctly using an effective grip.	movements with ease & fluency Know & talk about what contributes to overall health & wellbeing. Use equipment safely with regard for others. Move confidently in a range of ways eg jump skip, climb. Use small tools with confidence. Begin to use a tripod grip to support accuracy.	confidence. Including inside & out. 1:1 & in small groups. Negotiate space & obstacles safely. Demonstrate body strength, balance, coordination & agility when playing, moving confidently & purposely in a range of settings. Use tripod grip. Use a range of small tools with increased accuracy.	activities in a range of situations. Master basic movements such as running, jumping, catching & develop balance agility & co-ordination applied to a range of activities. Participate in team games. Perform dances with simple movement patterns. KS1 Handwriting sit correctly at a table, holding a pencil comfortably and correctly ♣ begin to form lower-case letters in the correct direction, starting and finishing in the right place ♣ form capital letters ♣ form digits 0-9
	Gross Motor Skills	To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns	To balance To run and stop To change direction To jump To hop To explore different ways to travel using equipment	To roll and track a ball To develop accuracy when throwing to a target To dribble using hands To throw and catch with a partner	To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height To develop rocking and rolling	To use counting to help to stay in time with the music when copying and creating actions To move safely with confidence and imagination, communicating ideas through movement	To develop accuracy when throwing and practise keeping score To follow instructions and move safely when playing tagging games	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

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

		To begin to copy letters To hold scissors correctly and make snips in paper To hold a fork and spoon correctly	To write taught letters using correct formation To begin to hold a knife correctly and use to cut food with support To use tap and pin					
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SPECIFIC								
	Literacy	See separate progression						
	Mathematics	See separate progression						
Begin to make sense of their own life story & family. Show an interest in different occupations. Continue to develop positive attitudes about the differences between people. Know that there are different countries and talk about what they have seen. Care for plants. Know key features of the lifecycle. Begin to understand the need to respect & care for the environment & living things. Use their senses for	Understanding the world	Talk about members of own family & relationship to them. Begin to name & describe people who are familiar to them. Talk about similarities & differences with their peers & people around them. & in their own lives. Describe what they can see in images from past & now. Know that you can find information about people & places from various sources & comment on images familiar to them. Describe what they can see & hear in the environment around them. Recognise key ideas on simple maps. Understand that change happens around them.	Use language of time when describing experiences in their own life, Begin to understand the past through stories. Find out about key events & how & why we celebrate. Begin to recognise the similarities & differences with different cultures with how they celebrate, Recognise that people have different beliefs & special places. Use positional language to describe & draw information from a simple map, including directions for beebots. Begin to talk about the changes in matter eg ice. Compare light & dark, talk about what happens at night and recognise different light sources. Recognise the change in season.	Talk about people's role in society (past & present). Begin to understand the need for those roles. Talk about the similarities & differences between past & now from discussions & pictures. Compare & contrast the past & now. Recognise that some environments are different from where we live. Begin to ask questions about people including in stories. Begin to make own simple map. Describe & investigate different materials and begin to understand the term 'recycle' & why this is important.	Talk about & understand changes in own lifetime & what happens as we grow & get older. Begin to develop an understanding of change. Draw information from a simple map to locate key areas. Describe animals using specific vocabulary including body parts. Understand different habitats & make observational drawings. Develop an understanding of lifecycles, particularly creature that change. Discuss human lifecycles & recognise how we have changes & will change. Recognise features of the season.	Order experiences from own past or stories to represent time. Explore natural worlds around them & describe what they see/hear / feel. Draw information from simple maps & create own maps to provide information. Name parts of a plant & what it needs to grow, Grow plants & make observations, including drawings of plants around them, what we grow & how we use plants.	Understand the past through stories & talk about it from own experience & texts read. Confidently compare & contrast the past & now. Recognise & describe features of a location & ask questions about the similarities & differences that they notice. Explain the differences between where they live & elsewhere & understand that there are similarities & differences in culture & religion including from stories. Create a simple map. Explain the changes linked to climate and the seasons.	HIST KS1 Develop an awareness of the past using common time words & phrases. Talk about changes within living memory and significant historical events. Discuss similarities & differences between the ways of life during different periods. Know where events fit in a chronological framework. Ask & answer questions to show an understanding through stories & other sources. GEOG Locational – Develop knowledge of UK & locality. Place – understand geographical similarities & differences through study of UK & contrasting non-European country. Human & Physical – identify seasonal & daily weather patterns. Locate hot & cold areas of the world.

hands on exploration of materials & explore these with different & similar properties. Talk about what they see, Explore forces & talk about what they feel. Talk about any changes that they notice.		Recognise key features of the season.						Skills & fieldwork- Use a world map & aerial photographs to recognise landmarks & basic human & physical features. Devise a simple map. Use observational skills to study the school & it's grounds to show key human & physical features. SCIENCE – Yr 1 (with direction towards yr2) Working scientifically – Ask simple questions. Observe closely using simple equipment to identify & classify. Use observations & ideas to suggest answers to questions. Gathering & recording data. Plants – identify & name a variety of common plants. Describe the basic structure of a flowering plant. <i>Discuss what they need to grow.</i> Animals – identify & name a variety of common animals. Identify, name & draw basic parts of the human body. <i>Know that animals have offspring that grow into adults.</i> <i>Discuss how exercise</i>
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								<i>& food are important to humans.</i> Materials – distinguish between the object & what it is made from. Identify & name a variety of everyday materials & compare & group these. <i>Explore suitability for purpose. Investigate how materials can be changed.</i> Seasons – make observations across 4 seasons. Observe & describe weather and how the length of day changes.
	SKILLS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	ELG
	Past and Present	To know about my own life-story To know how I have changed	To know about figures from the past To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class	To talk about the lives of the people around us. To know that the emergency services exist and what they do. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Emergency Services)	To know about the past through settings, characters and events encountered in books read in class and storytelling	To know about the past through settings, characters and events encountered in books read in class and story telling	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class	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 experience 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	To know about family structures and talk about	To talk about how Hindus celebrate Diwali	To talk about Chinese New Year. To know about people who help us	To know that Christians celebrate Easter	To know that there are many countries around the world.	To know that people in other countries may	Describe their immediate environment using knowledge from

		who is part of their family To identify similarities and differences between themselves and peers. To know the name of the village the school is in. To know about features of the immediate environment.	To talk about the Christmas Story and how it is celebrated To know that people around the world have different religions	within the local community			speak different language To know that simple symbols are used to identify features on a map	observation, discussion, stories, nonfiction, 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 (where appropriate) maps.
	The Natural World	To ask questions about the natural environment. To respect and care for the natural environments	To know about and recognise the signs of Autumn To know that some animals are nocturnal	To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter [freezing and melting]	To know about and recognise the signs of Spring To know about features of my own immediate environment and how they might vary from another. To plant seeds	To know the difference between herbivores and carnivores To know about features of the world and Earth To observe the growth of seeds and talk about changes To know how to care for growing plants To learn about lifecycles of plants and animals	To know about and recognise the signs of Summer To know that some things in the world are man-made and some things are natural To harvest grown fruit and vegetables	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 season

						To know about different habitats		and changing states of matter
	Technology	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons	To use the IWB, changing games and programmes	To know how to operate simple equipment To draw pictures on IWB and begin to change colours	To use the iPad to take pictures To use Puppet Pals to record events and tell stories	To explore how a Bee-Bots work	To use the Bee-Bots and program them to go forwards and backwards	

Create closed shapes & continuous lines. Draw shapes eg circle to represent a face. Explore colour mixing. Explore different materials & textures. Join different materials. Take part in simple pretend play. Begin to develop stories using equipment. Make imaginative small worlds. Listen with increased	Expressive Arts and Design	Draw a range of shapes with straight & circular movements. Know the names of colours they wish to use & begin to explore what happens when they are mixed. Begin to select appropriate colours. Join in collaborative work. Use hands & fingers to print. Explore materials available & different tools. Talk about the class artists work. Select materials for junk & loose parts modelling. Cut independently with snips.	Use shapes to represent objects successfully. Purposely select colours & experiment with mixing. Use a selection of tools for printing. Investigate a selection of collage materials. Create independent junk models for own pleasure. Begin to use scissors more confidently. Make simple joins Use known storylines in roleplay & small world and make use of props available. Join in group songs & dancing to new songs & rhymes. Watch & perform as part of a group. Respond to music in different ways and investigate selected instruments,	Increase complexity & detail in drawing – eg eyes in faces, features on vehicles. Explore how colours change when mixing. Use a selection of printing tools & objects. Refine and edit models. Begin to recognise that there are different types of paint. Junk modelling – making choices for a reason. Make simple joins. Begin to understand the purpose & use of the different materials. Use props made themselves in the environment. Begin to independently create dance movements and	Develop observational drawing. Purposely choose colours & tools for a picture. Join in large scale, collaborative creations. Use materials for collage. Share creations & talk about what they have used. Look at & create patterns – eg animals Use small tools including scissors safely and with increased confidence. Share creations stating preferences. Engage and recount storylines in play. Make use of props including those made themselves. Talk about the feelings & movements from selected music.	Develop drawing accuracy & detail – eg observational drawing of plants. Look at colours in nature. Discuss how paint can be changed eg water, sand added. Plan ahead and talk about resources needed including natural resources to make sculptures Make more independent choices. Extend storylines with imagination. Develop simple sequences of dance, with instruments.	Develop accuracy & detail & discuss their work explain the techniques used. Be involved in a variety of projects. Use imagination to choose materials & explain why & what they might do differently next time to refine their work. Use small tools including scissors safely & with increased accuracy for their own creations. Independently sing & dance or develop narrative in Role play, create artwork demonstrating a preference for at least one area. Express their ideas with peers and adults.	ART & DESIGN to use a range of materials creatively to design and make products ♣ 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 Begin to learn about different artists. Design & Technology design – purposeful & appealing products for themselves & others. Make – select from a range of tools & equipment to join shape or cut & from a variety of materials.
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attention to sounds & respond to them. Remember & sing songs, pitch match & melodic shapes of familiar songs, Play instruments with increased control.		Explore Role play & small world areas & begin to develop storylines in play. Join in group singing & dancing activities to well known rhymes songs. Move to music in the environment,		begin to select instruments/ objects for different sounds.		Select preferred songs & rhymes to perform.		Evaluate – evaluate their own ideas. Technical knowledge – build structures & explore how to make them stronger & more stable. MUSIC Use voices expressively & creatively to sing songs & chant rhymes. Play untuned instruments. Listen with concentration to live & recorded music. Experiment with, create, select & combine sounds. PE Perform dances using simple movement patterns. ENGLISH Participate in discussions, presentations, performances, role play and improvisations.
	SKILLS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	ELG
To name colours To experiment with mixing colours	Creating with materials	To create simple representations of people and objects To draw and colour with pencils and crayons To role play using given props and costumes	To use colours for a particular purpose To share their creations To explore different techniques for joining materials (Glue Stick, PVA)	To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)	To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To make props and costumes for different role play scenarios To use natural objects to make a piece of art	To know which prime colours you mix together to make secondary colours To plan what they are going to make (cooking, wood work, construction, junk modelling)	To know some similarities and differences between materials To learn about and compare artists [LS Lowry, William Morris & Sonia Bryce] To explore, use and refine a variety of	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.

		To explore different techniques for joining materials (Glue Stick) To know how to work safely and hygienically	To use non-standard measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring) – Sandwiches, Fruit Kebab	To use tools to cut and join wood To know the names of tools	To share creations and talk about the process To use some cooking techniques (mixing, kneading) – biscuits, bread	To draw more detailed pictures of people and objects To manipulate materials To create observational drawings	artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work To adapt work where necessary	Make use of props and materials when role playing characters in narratives and stories
	Being Imaginative and Expressive	To sing and perform nursery rhymes To experiment with different instruments and their sounds To create musical patterns using body percussion	To perform a song in the Christmas Play To pitch match To sing the melodic shape of familiar songs To sing entire songs To use costumes and resources to act out narratives	To create musical patterns using untuned instruments To begin to create costumes and resources for role play To begin to build up a repertoire of songs	To associate genres of music with characters and stories To create costumes and resources for role play To build a repertoire of songs	To create own compositions using tuned instruments To talk about whether the like or dislike a piece of music To create narratives based around stories	To move in time to music To learn dance routines To act out well know stories To invent their won narratives, making costumes and resources	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music