



EYFS

Long Term Plan 2023 – 2024

Objectives

**NEW EARLY YEARS
FRAMEWORK 2021**

A UNIQUE CHILD

**POSITIVE
RELATIONSHIPS**

**ENABLING
ENVIRONMENTS AND
ADULT SUPPORT**

**LEARNING AND
DEVELOPMENT**

PRIME AREAS

SPECIFIC AREAS

Creating and Thinking Critically

Active Learning

Playing and Exploring

Communication and Language

Listening, Attention and Understanding

Speaking

Personal and Social Development

Self-Regulation

Managing Self

Building Relationships

Physical Development

Gross Motor Skills

Fine Motor Skills

Literacy

Comprehension

Word Reading

Writing

Mathematics

Number

Numerical Patterns

Understanding the World

Past and Present

People, Culture and Communities

The Natural World

Expressive Arts and Design

Creating with Materials














Being Imaginative and Expressive

	Autumn 1 6/9 – 20/10 6.5 Weeks	Autumn 2 31/10 – 20/12 7.5 Weeks	Spring 1 3/1 – 8/2 5.5 Weeks	Spring 2 19/2 – 28/3 5.5 Weeks	Summer 1 16/4 – 24/5 5.5 Weeks	Summer 2 3/5 – 19/7 7 Weeks
Themes	Marvellous Me 	Let's Celebrate! 	Our Wonderful World 	Once Upon a Time 	Into the Great Outdoors 	Let's go on an adventure... 
Special Dates	Harvest 4/10 Autumn	Bonfire Night 5/11 Remembrance Day 11/11 Diwali 12/11 Christmas 25/12	New Year 1/1 Winter Chinese New year 10/2	Pancake Day 1/3 World Book Day 2/3 Easter 9/3 Mothering Sunday 19/3	Spring Growing	Summer Water Safety Week 17/6
NURSERY						
Nursery Key Text	Don't eat the Teacher Eat your Peas So much Spot's Harvest Pumpkin Soup Owl Babies	Meg and Mog A dark, dark tale Peppa Pig's Diwali Peppa Pig's Birthday Christmas Bear Father Christmas needs a Wee	Jack Frost We're going on a bear hunt Rosie's Walk The Tiger who came to Tea Dear Zoo Little Rabbit Foofoo	Mr Wolf's Pancakes The Easter Story The Gingerbread Man The Three Billy Goats Gruff The Elves and the Shoemaker The Hare and the Tortoise	Jasper's Beanstalk Crunching, Munching Caterpillar Yucky Worms Bad Tempered Ladybird Argh Spider Oi Frog	Captain Sparklebeard There's a Shark in the Park Where the Wild things are Mr Gumpy's outing Pirate Princess The Snail and the Whale
Nursery Key Vocabulary	Mummy Daddy Brother Sister Family Harvest Vegetables Pumpkin Baby Scared	Birthday Halloween Age Diwali Party Christmas Present Decorations Celebration Fireworks	Winter Horncastle Walk Forest Farm House Zoo Snow Frost	Pancakes Ingredients Baking Bridge Troll Race Once upon a time Magic	Seed Grow Water Roots Leaves Caterpillar Cocoon Underground Web Tadpole	Pirate Map Treasure Sail Boat Adventure Sea Ocean Sand Beach

Nursery Wow Events/Trips	Harvest Festival Tractor/Farmer	Walk to the Post Box	Food Tasting (Farm Kitchens)	Local Area Walk	Feed the ducks and picnic	Beach Visit
Nursery 101 Things to do	Harvest Festival	Post a letter Meet a firefighter	Experience food from a different culture	Buy something from the local market Visit a library	Have a picnic in the park Feed the ducks Watch the lifecycle of a butterfly	Build a sandcastle on the beach
Nursery Parental Engagement	Stay and Read	Nursery Rhyme Week Christmas Craft Session	Sign up to the library	Maths Games	Planting a seed	Sharing our learning assembly
RECEPTION						
	Starting school Jake's First Day Harry and the Dinosaurs go to school Peace at Last The Little Red Hen The Enormous Turnip Monkey Puzzle	Room on the Broom Non-Fiction Firefighters The Story of Rama and Sita Jolly Christmas Postman Topsy and Tim go to the Dentist Stickman	Blue Penguin Rumble in the Jungle Handa's Surprise Lanterns and firecrackers or Dragon's in the City Percy the Park Keeper	The Three Little Pigs Goldilocks and the Three Bears Cinderella Gruffalo The Easter Story	The Very Hungry Caterpillar Jack and the beanstalk What the Ladybird Heard Oliver's Vegetables Mad about minibeasts + Non- Fiction	The Night Pirates Pirates love Underpants Commotion in the Ocean The Rainbow Fish Mad about Dinosaurs Whatever Next! Supertato
Reception Key Vocabulary	Family Mummy Daddy Seasons Harvest Farmer Festival Worried Scared	Firefighter Remembrance Day Decay Dentist Filling Hibernating Bethlehem Christmas Letter	Resolution Chinese New Year Map World Arctic Antarctica Town City Global Warming	Strong Materials Jesus Selfish Damage Brave Frightened Fierce Ingredients	Grow Minibeast Stem Lifecycle Chrysalis Flower Nutrients Compost Environment	Jolly Rodger Telescope Lifeguard Eye Patch Protecting Oceans Pirate Peg leg Coast








Reception Talk through Stories Text	Five Minutes Peace	Scarecrow's Wedding The Owl who was Afraid of the Dark The Squirrels who Squabbled	Anna Hibiscus' Song One Snowy Night I'm in Charge	Elmer Ravi's Roar	Farmer Duck The Extraordinary Gardener	Alien's Love Underpants My Must have Mum The Koala who Could
Reception Wow Events/Trips	Harvest Festival Tractor/Farmer	Walk to the Post Box Visit/Talk from the dentist	Food Tasting (Farm Kitchen)	Walk to the library Police Visit	Hatching caterpillars	Aquarium Lifeguard Visit Pirate Day
Reception 101 Things to do	Meet a medical professional Harvest Festival	Experience a live musical performance Post a letter Meet a firefighter	Flying a kite	Dress up as your favourite book character Visit a library	Sow a seed Watch the lifecycle of a butterfly	
Reception Parental Engagement	Parent Phonics Session	Stay and read with your child – Christmas PJ's and mince pies	Stay and Play - Communication	Writing Workshop linked to traditional tales Parent Phonics Session - Storybooks	Number Fun Session	Sharing our learning assembly
EYFS Reading Spine Books						

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Themes	Marvellous Me 	Let's Celebrate! 	Our Wonderful World 	Once Upon a Time 	Into the Great Outdoors 	Let's go on an adventure... 
COEL	<p style="text-align: center;">Characteristics of Effective Learning</p> <p>Characteristics of effective learning and the prime and specific areas of learning and development are all inter-connected. The characteristics of effective learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. The learning must be meaningful to a child, so that they are able to use what they have learnt and apply it in other, new situations. These abilities and attitudes make strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p> <p style="text-align: center;">Playing and Learning</p> <p>Children will enjoy investigating and exploring different learning opportunities, showing a 'have a go' attitude. They show curiosity towards particular interests and engage in open-ended activities. Children can initiate their own learning and will take risks in their play, learning through trial and error.</p> <p style="text-align: center;">Active Learning</p> <p>Children show prolonged focus on an activity, showing attention to detail and persistence when challenges occur. They are not easily distracted and show they are proud of what they have achieved. Children enjoy meeting challenges for their own reward and will bounce back after difficulties.</p> <p style="text-align: center;">Creative and Critical Thinking</p> <p>Children have an abundance of ideas and enjoy making predictions and testing their own ideas. They plan how to complete an activity and will find ways to solve problems that they come across. Children will enjoy finding out new ways to do things and will develop ideas of grouping, sequencing, cause and effect.</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes      	Marvellous Me 	Let's Celebrate! 	Our Wonderful World 	Once Upon a Time 	Into the Great Outdoors 	Let's go on an adventure... 
COMMUNICATION AND LANGUAGE  <u>Teaching and Learning and Enhanced Provision</u> Children develop their Communication and Language skills through high quality interactions, daily adult focus sessions, group discussions, stories, singing and speech and language interventions. <u>GLD Areas</u> Listening, Attention and Understanding Speaking	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. Children learn how to communicate through both verbal and non-verbal interactions and the number and quality of the interactions that 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 texts, 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.					
	Nursery					
	Listening, Attention and Understanding Pay attention to more than one thing at a time, which can be difficult. Speaking Use longer sentences of four to six words. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use a wider range of vocabulary. Sing a large repertoire of songs.	Listening, Attention and Understanding Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Speaking Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use a wider range of vocabulary. Sing a large repertoire of songs.	Listening, Attention and Understanding Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Speaking Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Use a wider range of vocabulary. Sing a large repertoire of songs.	Listening, Attention and Understanding Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Enjoy listening to longer stories and can remember much of what happens. Speaking Use a wider range of vocabulary. Sing a large repertoire of songs Start a conversation with an adult or a friend and	Listening, Attention and Understanding Enjoy listening to longer stories and can remember much of what happens. Speaking Sing a large repertoire of songs Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Listening, Attention and Understanding Enjoy listening to longer stories and can remember much of what happens. Speaking Sing a large repertoire of songs Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.








			Start a conversation with an adult or a friend and continue it for many turns.	continue it for many turns.		
	Reception					
	<p>Listening, Attention and Understanding Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in story times.</p> <p>Speaking Listen to and talk about stories to build familiarity and understanding. Develop social phrases. Learn rhymes, poems and songs.</p>	<p>Listening, Attention and Understanding Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Learn new vocabulary. Engage in story times. Engage in non-fiction books.</p> <p>Speaking Listen to and talk about stories to build familiarity and understanding. Develop social phrases. Learn rhymes, poems and songs. Use new vocabulary through the day.</p>	<p>Listening, Attention and Understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Learn new vocabulary. Engage in story times. Engage in non-fiction books.</p> <p>Speaking Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail.</p>	<p>Listening, Attention and Understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Learn new vocabulary through the day. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Retell the story, once they have developed a deep familiarity with the text. Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them.</p>	<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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking 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,</p>	<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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>

					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.	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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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous Me 	Let's Celebrate! 	Our Wonderful World 	Once Upon a Time 	Into the Great Outdoors 	Let's go on an adventure... 
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT  <u>Teaching and Learning and Enhanced Provision</u> Children develop their personal, social and emotional skills through adult focus sessions, circle times, understanding classroom rule and routines and through social stories.	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 a child's personal development will help to shape them both socially and emotionally. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings as well as feelings 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.					
	Nursery					
	Self-Regulation Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Managing Self Understand gradually how others might be feeling. Increasingly follow rules, understanding why they are important.	Self-Regulation Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Managing Self Understand gradually how others might be feeling. Increasingly follow rules, understanding why they are important. Develop their sense of responsibility and membership of a community.	Managing Self Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Remember rules without needing an adult to remind them Building Relationships Play with one or more other children, extending and elaborating play ideas. Become more outgoing with unfamiliar people, in	Self-Regulation Develop appropriate ways of being assertive. Managing Self Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Remember rules without needing an adult to remind them Building Relationships Show more confidence in new social situations	Self-Regulation Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Building Relationships Talk with others to solve conflicts.	Self-Regulation Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Building Relationships Talk with others to solve conflicts.




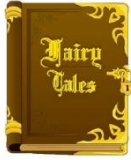


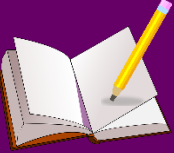
<p>GLD Areas</p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>			the safe context of their setting.	Play with one or more other children, extending and elaborating play ideas.		
	Reception					
	<p>Self-Regulation Express their feelings and consider the feelings of others.</p> <p>Managing Self See themselves as a valuable individual.</p> <p>Building Relationships Build constructive and respectful relationships. Think about the perspectives of others.</p>	<p>Self-Regulation Express their feelings and consider the feelings of others.</p> <p>Managing Self See themselves as a valuable individual.</p> <p>Building Relationships Build constructive and respectful relationships. Think about the perspectives of others.</p>	<p>Self-Regulation Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Manage their own needs.</p> <p>Building Relationships Build constructive and respectful relationships. Think about the perspectives of others.</p>	<p>Self-Regulation Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Manage their own needs.</p> <p>Building Relationships Build constructive and respectful relationships. Think about the perspectives of others.</p>	<p>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 focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>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 focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>

					<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous Me 	Let's Celebrate! 	Our Wonderful World 	Once Upon a Time 	Into the Great Outdoors 	Let's go on an adventure... 
PHYSICAL DEVELOPMENT  <u>Teaching and Learning and Enhanced Provision</u> Children develop their gross and fine motor skills through daily dough disco sessions, adult focus sessions and having access to large and small scale equipment in funky finger and creative areas. <u>GLD Areas</u> Gross Motor Skills	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 progressing to development of a child's strength, co-ordination and positional awareness. By 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.					
Nursery						
	Gross Motor Skills Use large-muscle movements to wave flags and streamers, paint and make marks. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	Gross Motor Skills Use large-muscle movements to wave flags and streamers, paint and make marks. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Fine Motor Skills Use one-handed tools and equipment, for example, making snips in paper with scissors.	Gross Motor Skills Go up steps and stairs, or climb up apparatus, using alternate feet. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Gross Motor Skills Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Be increasingly independent as they get dressed and undressed,	Gross Motor Skills Start taking part in some group activities which they make up for themselves, or in teams. Fine Motor Skills Use a comfortable grip with good control when holding pens and pencils. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	Gross Motor Skills Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Fine Motor Skills Use a comfortable grip with good control when holding pens and pencils.




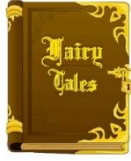



Fine Motor Skills		Make healthy choices about food, drink, activity and tooth brushing.		for example, putting coats on and doing up zips.		
	Reception					
	<p>Fine Motor Skills Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Gross Motor Skills Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Fine Motor Skills 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 spoons.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth</p>	<p>Gross Motor Skills Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Fine Motor Skills Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>Gross Motor Skills Develop overall body-strength, balance, co-ordination and agility</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Fine Motor Skills Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>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.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>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.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy</p>

		brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian				
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous Me 	Let's Celebrate! 	Our Wonderful World 	Once Upon a Time 	Into the Great Outdoors 	Let's go on an adventure... 
LITERACY  <u>Teaching and Learning and Enhanced Provision</u> Children develop their reading skills through adult focus sessions, literature rich environments, stories and through the RWI scheme. Skills are built through gross and fine motor activities. <u>GLD Areas</u> Comprehension	Literacy is often thought of as the ability 'to read and write', but it is also important to have good speaking and listening skills. Reading is a complex process which takes time and is based on children building their bank of vocabulary through positive interactions. 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 through reading books (stories and non-fiction) and enjoy rhymes, poems and songs together. It is important that children see the adults around them have positive relationships with reading themselves. 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 also consists of two dimensions: transcription and composition. Transcription (spelling and handwriting) is developed from a young age with children making marks in the environment and then moving on to writing graphemes they have learnt when reading. Composition (articulating ideas and structuring them in speech, before writing) also builds from a young age through children giving meaning to the marks they make, to then beginning to learn how to construct sentences independently.					
Nursery						
	<p>Word Reading</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes 	<p>Word Reading</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word 	<p>Comprehension</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Word Reading</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - recognise words with the same initial sound, such as money and mother <p>Writing</p> <p>Use some of their print and letter knowledge in</p>	<p>Comprehension</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Word Reading</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - recognise words with the same initial sound, such as money and mother <p>Writing</p> <p>Use some of their print and letter knowledge in</p>	<p>Comprehension</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Word Reading</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - recognise words with the same initial sound, such as money and mother <p>Writing</p> <p>Use some of their print and letter knowledge in</p>	<p>Comprehension</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Writing</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy</p>




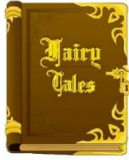



Word Reading Writing			their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Write some or all of their name. Write some letters accurately
	Reception					
	<p>Word Reading Read individual letters by saying the sounds for them</p>	<p>Word Reading Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Writing Form lower-case and capital letters correctly. Read a few common exception words matched to the school's phonic programme. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Word Reading Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing</p>	<p>Word Reading Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</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. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading 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</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. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading 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</p>

			<p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>are consistent with their phonic knowledge, including some common exception words. Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>are consistent with their phonic knowledge, including some common exception words. Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous Me 	Let's Celebrate! 	Our Wonderful World 	Once Upon a Time 	Into the Great Outdoors 	Let's go on an adventure... 
MATHEMATICS  <u>Teaching and Learning and Enhanced Provision</u> Children develop their Maths skills through adult focus sessions, singing counting songs, playing games and by applying what they have learnt through White Rose Maths and Mastering Number schemes. These skills are developed using manipulatives in the environment.	Mathematics is all about understanding, and using, shape, space and measure and understanding how to use numbers to solve everyday problems. 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.					
	Nursery					
	Number Recites numbers up to 5 Says one number in order for each item Experiment with their own symbols and marks as well as numerals. Make comparisons between objects relating to size, Combine shapes to make new ones - an arch, a bigger triangle etc	Number Recites numbers up to 5 Says one number in order for each item Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Numerical Pattern Compare quantities using language: 'more than', 'fewer than'.	Number Show 'finger numbers' up to 5. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Experiment with their own symbols and marks as well as numerals. Know that the last number reached when counting a small set of objects tells you how	Number Experiment with their own symbols and marks as well as numerals. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Talk about and explore 2D and 3D shapes (for example, circles,	Number Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Number Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5




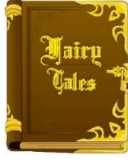



<p>GLD Areas Number</p> <p>Numerical Patterns</p>		<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, "The bag is under the table," –with no pointing.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Describe a familiar route</p>	<p>many there are in total ('cardinal principle').</p> <p>Numerical Pattern</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p> <p>Make comparisons between objects relating to length</p> <p>Describe a familiar route</p>	<p>rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p> <p>Make comparisons between objects relating to weight</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p> <p>Make comparisons between objects relating to height</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p> <p>Make comparisons between objects relating to capacity</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Notice and correct an error in a repeating pattern.</p>
	Reception					
	<p>Number</p> <p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Count beyond ten.</p> <p>Compare numbers</p>	<p>Number</p> <p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Count beyond ten.</p> <p>Compare number.</p>	<p>Number</p> <p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Count beyond ten.</p> <p>Compare numbers</p>	<p>Number</p> <p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Count beyond ten.</p> <p>Compare numbers</p>	<p>Number</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p>	<p>Number</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p>

	<p>Numerical Patterns Explore the composition of numbers to 10.</p>	<p>Numerical Patterns Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10.</p> <p>Continue, copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>Numerical Patterns Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.</p> <p>Compare length, weight and capacity. Continue, copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Numerical Patterns Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.</p> <p>Compare length, weight and capacity. Continue, copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	<p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous Me 	Let's Celebrate! 	Our Wonderful World 	Once Upon a Time 	Into the Great Outdoors 	Let's go on an adventure... 
UNDERSTANDING THE WORLD 	Understanding the world involves guiding children to make sense of their physical world and their community. Children will begin to find about the world around them from birth by investigating through their senses. This then progresses as children get older to exploring and investigating how and why things work and begin to formulate their own ideas of what will happen next. The frequency and range of children's personal experiences throughout their lives increases their knowledge and sense of the world around them. This could be 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.					
<u>Teaching and Learning and Enhanced Provision</u> Children develop their understanding of the world through a variety of weekly texts during focus planning, investigation stations and being exposed to experiences both in and out of the classroom. <u>GLD Areas</u> Past and Present	Nursery					
	Past and Present Begin to make sense of their own life-story and family's history. People, Cultures and Communities Continue developing positive attitudes about the differences between people. Show interest in different occupations. The Natural World Explore how things work.	Past and Present Begin to make sense of their own life-story and family's history. People, Cultures and Communities Continue developing positive attitudes about the differences between people. Show interest in different occupations The Natural World Use all their senses in hands-on exploration of natural materials.	People, Cultures and Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. The Natural World Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things.	People, Cultures and Communities Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. The Natural World Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things.	The Natural World Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things. Understand the key features of the life cycle of a plant and an animal.	The Natural World Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Explore how things work.

People, Cultures and Communities The Natural World		Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Talk about the differences between materials and changes they notice.			
	Reception					
	<p>Past and Present Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>People, Cultures and Communities Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Compare and contrast characters from stories, including figures from the past.</p>	<p>Past and Present Talk about members of their immediate family and community. Comment on images of familiar situations in the past.</p> <p>People, Cultures and Communities Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p>People, Cultures and Communities Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries.</p> <p>The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p>People, Cultures and Communities Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are</p>	<p>Past and Present 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.</p> <p>People, Culture & Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and difference between different religious and</p>	<p>Past and Present 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.</p> <p>People, Culture & Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and difference between different religious and</p>

		<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>		<p>different to the one in which they live.</p>	<p>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, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World 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.</p>	<p>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, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World 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.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous Me 	Let's Celebrate! 	Our Wonderful World 	Once Upon a Time 	Into the Great Outdoors 	Let's go on an adventure... 
EXPRESSIVE ARTS AND DESIGN  <u>Teaching and Learning and Enhanced Provision</u> Children develop their expressive arts and design skills through Charanga music sessions, singing songs, playing instruments and weekly focus sessions based on different aspects of art and design. <u>GLD Areas</u>	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. Build on children's interest and experiences of the real world and transforming them into something new helps children to develop an artistic view of the world. This can be achieved through role play, music or pretend play.					
	Nursery					
	Creating with Materials Explore colour and colour-mixing. Being Imaginative and Expressive Take part in simple pretend play, using an object to represent something else even though they are not similar. Listen with increased attention to sounds. Remember and sing entire songs.	Creating with Materials Explore different materials freely, in order to develop their ideas about how to use them and what to make. Being Imaginative and Expressive Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas.	Creating with Materials Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Being Imaginative and Expressive Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Respond to what they have heard, expressing	Creating with Materials Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Being Imaginative and Expressive Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Creating with Materials Develop their own ideas and then decide which materials to use to express them. Draw with increasing complexity and detail, such as representing a face with a circle and including details Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Being Imaginative and Expressive	Creating with Materials Develop their own ideas and then decide which materials to use to express them. Develop their own ideas and then decide which materials to use to express them. Being Imaginative and Expressive Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

<p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>		<p>Create their own songs, or improvise a song around one they know.</p>	<p>their thoughts and feelings.</p>		<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>Use drawing to represent ideas like movement or loud noises.</p>
	Reception					
<p>Being Imaginative and Expressive</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.</p>	<p>Creating with Materials</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Being Imaginative and Expressive</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.</p>	<p>Creating with Materials</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.</p> <p>Being Imaginative and Expressive</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Creating with Materials</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.</p> <p>Being Imaginative and Expressive</p> <p>Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Creating with Materials</p> <p>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> <p>Being Imaginative and Expressive</p> <p>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.</p>	<p>Creating with Materials</p> <p>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> <p>Being Imaginative and Expressive</p> <p>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.</p>	

