

Communication and Language

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Steps of progress	<p>Listens during whole class inputs</p> <p>Follows 1 step instructions</p> <p>Begins to have understanding of school rules.</p> <p>Follows a story with pictures.</p> <p>Responds to simple questions</p> <p>Responds to and selects an appropriate tool for a job</p> <p>Joins in with singing and rhymes and shows enjoyment</p> <p>Beginning to use learnt vocabulary during hands on experiences</p> <p>Asks functional what/where e.g. where is my peg?</p> <p>Responds to a simple question.</p> <p>Contributes to circle time expressing ideas/thoughts</p> <p>Beginning to speak confidently in make themselves clear</p> <p>Confidently answers the register, makes choice for lunches and asks for help</p> <p>Begins to explore new vocabulary, sounds and intonation.</p>	<p>Follows simple instructions and can talk about what they have been told</p> <p>Turns to face the speaker</p> <p>Listens to a story and begins to join in with repeated phases.</p> <p>Listens to and begins to show an interest in the lives of others</p> <p>Talks about stories we have read</p> <p>Accurately sings rhymes we have learnt this term</p> <p>Uses learnt vocabulary in discussions</p> <p>Asks what/where questions linked to learning focus</p> <p>Expresses ideas/thoughts to others in play</p> <p>beginning to speak confidently in sentences.</p> <p>Tell others about experiences outside of school e.g. Halloween, birthdays, Christmas</p> <p>Uses manners e.g. please, thankyou, excuse me</p> <p>Engages in non-fiction books during provision</p> <p>Engage in imaginary role play sometimes building stories around toys and objects.</p>	<p>Understands why it's important to listen.</p> <p>Engages with a story and can talk about what is happening</p> <p>Completes rhymes when reading poetry or rhyming books</p> <p>Looks at non-fiction books linked to learning and can talk about their knowledge</p> <p>Ask functional who/when/why questions e.g. why is outside closed?</p> <p>Discusses new vocabulary from our key text during focused times</p> <p>Can recall an experience in sequence adding details or answering others questions</p> <p>Can organise thinking and play using talk</p> <p>Talk about how things work</p> <p>Uses a story map to retell a familiar story</p> <p>Uses new vocabulary, sounds and intonation when speaking</p> <p>Asks simple question to find out more</p> <p>Uses language to work out problems</p>	<p>Will share their favourite books and explain why</p> <p>Discuss key points from a book previously read using props or pictures</p> <p>Will follow two step instructions</p> <p>Accurately sings/recites poems, rhymes and songs we have learnt</p> <p>Knows to look in nonfiction books to find out new knowledge</p> <p>Plays and listens to friends at the same time.</p> <p>Makes predictions about what will happen</p> <p>Asks who/when/why questions to find out more</p> <p>can engage in a two way conversation</p> <p>Uses new vocabulary in different contexts</p> <p>Can solve problems with peers using talk</p> <p>Uses specific language to create imaginary events, storylines and can sustain imaginary play</p> <p>Expresses themselves clearly to friends and adults.</p> <p>Uses sentences that are well formed.</p> <p>Uses language to explain how things work and why they might happen.</p>	<p>Listens to a story and begins to make predictions using pictures or props</p> <p>Listens attentively during whole class inputs</p> <p>Discuss key points from a previously read text without props or pictures.</p> <p>Contributes to group discussions with their own ideas</p> <p>Holds structured conversations in a small group with an adult</p> <p>Can talk about new vocabulary and what it means</p> <p>Talks about why things happen</p> <p>Can correct use of tense when modelled by a teacher</p> <p>Will fully converse with their talking partner</p> <p>Adapts story map to retell a familiar story</p>	<p>Listens attentively outside the classroom environment e.g. visitors, assembly</p> <p>Will follow a sequence of instructions</p> <p>Will make predictions about a book based on prior knowledge</p> <p>Ask relevant questions about what they have heard</p> <p>Contributes to whole class discussions expressing their views/feelings</p>

Listening, attention & understanding ELG: 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 interaction, make comments about what they have heard and ask questions to clarify their understanding, hold conversation when engaged in back and forth exchanges with their teacher and peers.

Speaking ELG: Participates in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary, offering 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 feeling 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.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary**. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Steps of progress	<p>Knows they are part of F2</p> <p>Talks about themselves</p> <p>Talks about their own likes/dislikes</p> <p>Can name members of the class who they were not with in nursery</p> <p>Maintains friendship groups from nursery (where applicable)</p> <p>Is respectful to adults</p> <p>Can talk about how they feel</p> <p>Will attempt something independently when prompted</p> <p>Joins in with calm time Jigsaw breathing and recognises feeling of calm</p> <p>Seeks a grownups help if there is a problem</p> <p>Uses cutlery to eat, with support and modelling</p> <p>Washes hands after using the toilet</p> <p>Toilets self independently</p> <p>Understands and follows behaviour system</p> <p>Can choose it, use it and put it away with support</p>	<p>Knows they are different to other people</p> <p>Plays with a wider range of children</p> <p>Speaks to others kindly</p> <p>Can talk about how others feel and discuss why</p> <p>Will try something first before asking for help</p> <p>Recognises jigsaw breathing as a strategy to calm down</p> <p>Can follows instructions involving one-two ideas and actions</p> <p>Can talk about how they feel and why</p> <p>Attempts to use words to sort out a problem before seeking help or using actions</p> <p>Uses cutlery independently to eat their dinner (with help to cut up food)</p> <p>Follows rules and uses equipment safely</p> <p>Shares some knowledge of healthy foods</p> <p>Can choose it, use it and put it away independently most of the time</p> <p>Understands their needs cannot always be immediately met</p>	<p>Will attempt a new activity or challenge</p> <p>Shows adults when they have achieved something</p> <p>Can calm down quickly after being upset</p> <p>Enjoys positive praise</p> <p>Can cut up softer food with cutlery</p> <p>Knows the importance of exercise to keep fit, can name some forms of exercise</p> <p>Know how important sleep is and how being tired makes you feel</p> <p>Follows class rules with little support</p> <p>Will play in a group of children and is beginning to compromise</p> <p>Considers other's feeling before saying/doing</p> <p>Zips/fastens coat independently</p> <p>Takes off and puts on shoes/socks</p>	<p>Tries multiple times to achieve something despite challenges, with encouragement</p> <p>Regulate emotions when solving a problem with friends</p> <p>Makes decisions to gain praise</p> <p>Cuts up most food with cutlery and eat with minimal spillage</p> <p>Follows the class rules Independently</p> <p>Can follows instructions involving two-three ideas and actions</p> <p>Plays in a group of children and can compromise</p> <p>Listens to others feelings and wishes and will sometimes put others first</p> <p>Happily waits for their turn with a short delay</p>	<p>Manages their emotions in different situations independently</p> <p>Inhibits negative behaviour choices</p> <p>Can wait for what they want in different situations, this may be over a span of a week.</p> <p>Explains what they are trying to achieve</p> <p>Listens to what the teacher says and responds appropriately</p> <p>Keeps calm and tries again when they find something tricky</p> <p>Explain our school rules to others</p> <p>Knows when they need to blow their nose</p> <p>Works as a team to achieve a goal, listening to friends</p> <p>Has certain friends they return to play with but will happily play with others</p>	<p>Is happy and calm most of the time and can self regulate when required</p> <p>Shows care and concern for others</p> <p>Listens to what the teacher says, responds appropriately even when engaged in an activity</p> <p>Can follows instructions involving several ideas and actions</p> <p>Perseveres with a challenge until it is achieved</p> <p>Can talk about our rules and why we have rules</p> <p>Changes clothes for different weathers and look after belongings</p> <p>Can manage hygiene needs independently</p> <p>Talks about how to stay healthy and safe</p> <p>Plays cooperatively with peers, listening and responding to ideas</p> <p>A warm response is evident towards peers and familiar adults</p>
	<p>Managing Self ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain reasons for rules, know right from wrong and try to behave accordingly, manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships ELG: Work and play cooperatively and take turns with others, form positive attachments to adults and friendships with peers, show sensitivity to their own and others' needs.</p> <p>Self-Regulation ELG: Shows 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.</p>					

Physical Development

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Steps of progress	<p>Able to walk, jump, roll, crawl, run and climb</p> <p>Sits on the floor with a good posture</p> <p>Uses pencils and paintbrushes with some control to make marks</p> <p>Moves with strength and balance</p> <p>Shows coordination when kicking a ball</p> <p>Forms some letters from name correctly</p> <p>Lines up for transition times</p>	<p>Able to hop and skip</p> <p>Combines different movements when performing the Nativity play</p> <p>Uses cutlery to cut up some foods</p> <p>Uses scissors to follow a straight line</p> <p>Follows handwriting scheme to form lines and shapes</p> <p>Safely uses large and small apparatus when playing outside in provision / gymnastics</p> <p>Moves with coordination and agility</p> <p>Shows coordination with throwing and catching</p> <p>Forms some letters correctly</p> <p>Forms some numbers correctly</p> <p>Beginning to manage toileting needs at lunchtime</p>	<p>Uses pencils, paintbrushes, scissors and cutlery safely</p> <p>Begins to form recognisable letters and numbers</p> <p>Travels across and climbs onto equipment confidently, demonstrating balance</p> <p>Moves at speed and avoids obstacles</p> <p>Sits on a chair at a desk with a good seated posture</p> <p>Finds a safe space in PE without support</p> <p>Moves with increasing Fluency & coordination when copying a sequence of moves</p>	<p>Uses pencils and paintbrushes to ensure their pictures are completed to the best of their ability</p> <p>Uses scissors and cutlery competently and confidently</p> <p>Follows handwriting scheme to form letters and numbers accurately</p> <p>Jumps off equipment with control</p> <p>Rolls with control</p> <p>Moves with increasing Fluency & coordination when inventing a sequence of moves</p>	<p>Holds a pencil effectively using a comfortable grip and the correct pressure</p> <p>Forms many recognisable letters and numbers that begin in the correct place.</p> <p>Uses a range of one handed small tools effectively</p> <p>Draws identifiable pictures</p> <p>Negotiates space avoiding obstacles</p> <p>Moves energetically – running, hopping, skipping, dancing and climbing</p> <p>Can kick, catch and throw using a ball</p> <p>Confidently engages in activities which involve a ball</p>	<p>Holds a pencil effectively and can form most letters accurately</p> <p>Uses cutlery, scissors and paintbrushes for a variety of activities</p> <p>Draws with accuracy and care, including details</p> <p>Negotiates space avoiding moving objects or people</p> <p>Demonstrates strength, balance and coordination when playing</p> <p>Can pass, bat and aim using a ball</p>
	<p>Gross Motor Skills ELG: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing</p>					

Literacy

Comprehension ELG: 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, nonfiction, rhymes and poems and during role play.

Reading ELG: Say a sound for each letter in the alphabet and at least 10 digraphs, read words consistent with their phonic knowledge by sound blending, read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.

Writing ELG: Write recognisable letters, most of which are correctly formed, spell words by identifying the sounds with a letter or letters, writes simple phrases and sentences that can be read by others.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Steps of progress	<p>Begin to recognise phases 2 graphemes</p> <p>Hears initial sound consistently in a word</p> <p>Begin to write initial sounds</p> <p>Begin to hear an adult orally blend cv and cvc words</p> <p>Reads 'tricky words' in line with the Monster phonics program</p> <p>Points 1:1 to words when reading phonics reading book</p> <p>Understands concept of a phoneme, grapheme and word.</p>	<p>Reads all phase 2 graphemes</p> <p>Accurately articulate all phase 2 sounds</p> <p>Begin to hear an adult orally blend consistently.</p> <p>Begin to blend CVC words using known GPCs</p> <p>Begins to segment CVC words to write</p> <p>Reads 'tricky words' inline with Monster phonics program</p> <p>Understand concept of a sentence</p> <p>Writes first name accurately</p> <p>Can say what they want to write and orally rehearse it</p>	<p>Continues to learn graphemes in level 3</p> <p>Reads simple words containing phase 2 and some phase 3 graphemes, digraphs, trigraphs.</p> <p>Recall digraphs and trigraphs taught</p> <p>Reads 'tricky words' in line with Monster phonics program</p> <p>Talks in full sentences about a key character from a text</p> <p>Writes 3 – 4 word sentences that themselves and others can read, with support.</p> <p>Writes both names using good letter formation</p>	<p>Reads most level 3 digraphs and trigraphs</p> <p>Reads 'tricky words' in line with Monster phonics program</p> <p>Reads simple phonetically decodable phrases and sentences</p> <p>Re-read books to develop fluency and understanding</p> <p>Talks in full sentences about key events from a text</p> <p>Writes 3 – 4 word sentences that themselves and others can read</p> <p>Sometimes uses a full stop at the end of their sentences</p> <p>Forms some letters correctly</p>	<p>Say a sound for each letter of the alphabet</p> <p>Read words consistent with their phonics knowledge using blending</p> <p>Anticipates key events in stories</p> <p>Use and understand vocabulary during discussions about books we have read, rhymes and poems</p> <p>Spells words consistent with their phonics knowledge using segmenting</p> <p>Sometimes uses a capital letter at the beginning of sentences</p>	<p>Say at least 10 digraphs</p> <p>Reads simple sentences and books consistent with phonics knowledge</p> <p>Reads a range of 'tricky words' by sight</p> <p>Retell stories and narrative using their own words and recently introduced vocabulary</p> <p>Use and understand vocabulary during role play</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Writes simple phrases and sentences that can be read by others</p>

Comprehension ELG: 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, nonfiction, rhymes and poems and during role-play.

Word Reading ELG : Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG: 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.

Maths

Number ELG: Have a deep understanding of number to 10, including the compositions of each numbers, subitise up to 5, Automatically recall number bonds up to 5 and some number bonds to 10 including double facts.

Numerical Patterns ELG: Verbally count beyond 20, recognising the patterns 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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Steps of progress	<p>Rote counts 0 – 10</p> <p>Counts actions and sounds</p> <p>Links numeral and amount 0 – 5</p> <p>Compares quantities</p> <p>Compares length</p> <p>Understand and use more or less</p>	<p>Subitises amounts to 3</p> <p>Explores composition of 5</p> <p>Understands 1 more and 1 less for numbers to 5</p> <p>Selects, rotates and manipulates shape tiles</p> <p>Names 2D shapes and some properties</p> <p>Copies and continues repeating patterns</p> <p>Recognises and can describe position</p> <p>Match numerals to amounts</p> <p>Match amounts to numerals</p>	<p>Rote counts beyond 10 forwards and backwards</p> <p>Carefully counts objects with accuracy</p> <p>Recognises composition of numbers 6, 7, 8</p> <p>Compare weight</p> <p>Talk about and compare length, height and time</p> <p>Begin to complete simple addition and take away with support</p>	<p>Subitise to 4</p> <p>Recognises all numbers to 20</p> <p>Rote counts forwards and backwards to 20</p> <p>Links numeral and amount 0 – 10</p> <p>Understands one more and one less for numbers to 10</p> <p>Recalls number bonds to 5 and some to 10</p> <p>Explore composition of 10</p> <p>recognises and name 3d shapes.</p> <p>Creates own repeating patterns using different combinations</p>	<p>Rote counts to 20 and beyond</p> <p>Automatically recall number bonds to 5</p> <p>Compare quantities up to 10</p> <p>Recall double facts</p> <p>Independently complete addition and take away to 10</p>	<p>Subitise to 5</p> <p>Talks about the composition of 10</p> <p>Count beyond 20</p> <p>Explore and talk about odds and evens</p> <p>Distribute quantities equally</p> <p>Recognises patterns in numbers and objects</p> <p>Spot mistakes in patterns</p>
	<p>Number Recognition ELG: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical pattern ELG: Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>					

Understanding the World ; Past & present

Past & Present ELG: Talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past through settings, characters and events encountered in books read in class and storytelling.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Steps of progress	<p>Talk about ourselves who we are, what we like and dislike.</p> <p>Talks about own family history and know important people to them</p> <p>Identifies themselves in the past</p> <p>Talks about how they have changed and will change – life cycle of a human</p> <p>Talk about what they needed as a baby</p>	<p>Talk about significant events in their own experience</p> <p>Begin to understand the concept of past and present and begin to build knowledge of key historical events through topics, stories and community events e.g. bonfire night, remembrance, nativity</p>	<p>To Continue to share and talk about significant special times or event s for family and friends</p> <p>Compares and contrasts characters from stories including figures from the past</p> <p>Understand the sequence of stories t4w -comparing traditional tales to stories in the past.</p> <p>Understand how process have changed over time e.g. bread making</p>	<p>Compares and contrasts characters from stories including figures from the past</p> <p>Comments on images of familiar situations in the past e.g. homes</p>	<p>Know that dinosaurs are extinct.</p> <p>Begin to know how we know about the past. E.g. artefacts, bones, pictures etc</p>	<p>Knows some similarities and differences between the past and now, drawing on experiences and what has been read in class.</p> <p>Understands the past through settings, characters and events through books read in class</p>
	<p>Past and Present ELG - Talk about the lives of the people around them and their roles in society;</p> <ul style="list-style-type: none"> - 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. 					

Understanding the world: People, Culture, and communities

ELG: Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, know some similarities and differences between different religious and cultural differences in this country. Draw on their experiences and what has been read in class, explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Steps of progress	<p>Talks about members of immediate family e.g. occupation and appearances</p> <p>Name and describe people who are familiar to me e.g. friends, wider families</p> <p>Knows people have different beliefs and celebrate in different ways</p>	<p>Know we live in Worksop, Nottinghamshire, England</p> <p>Understand that people celebrate different festivals – Diwali</p> <p>Talk about jobs and people who Help us in the community</p> <p>Identify different people help us in different situations</p>	<p>Understands some places are special to members of the community</p> <p>Identify different celebrations around the world – Chinese New Year</p> <p>Begin to identify difference between Worksop and other countries – China</p>	<p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p>	<p>Know the purpose of map and what it tells us</p>	<p>Knows some similarities and difference between different religious and cultural communities in this country</p> <p>Compare life here to different countries England and Kenya</p>
	<p>People Culture and communities ELG- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>- 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;</p>					

Understanding the world: The natural world

The Natural World ELG: 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Steps of progress	<p>Understands the change in seasons between Summer and Autumn</p> <p>Talks about how the natural world looks during these seasons</p> <p>I can ask questions about aspects of my familiar world such as the place where I live or the natural world.</p> <p>I can navigate my classroom I can describe what I can see, hear, feel, touch and smell whilst outside</p> <p>Notice differences between night and day.</p> <p>Understand the term nocturnal and relate it to certain animals.</p>	<p>Understands the change in seasons between Autumn and Winter</p> <p>I can navigate the outside of school and I can describe what I can see, hear, feel, touch and smell</p> <p>Begin to talk about materials and name common ones.</p> <p>Begin to experiment with materials and there properties in relation to floating and sinking.</p>	<p>Explores the natural world around them</p> <p>Describes what they see, feel and hear when outside</p> <p>Understand the change in seasons between Winter and Spring</p> <p>Talks about how the natural world looks during these seasons</p> <p>Discuss features of nocturnal animals</p> <p>I can observe changes in matter e.g. ice, gingerbread, chocolate melting etc</p> <p>Understand what a liquid is</p>	<p>Understand the life cycle of a bean plant</p> <p>Understand the change in seasons between Winter and Spring</p> <p>Understand that there are different place e.g. wood, town, river, cottage linked to fairy tales</p> <p>Understand and discuss some materials are more suitable than others I know about different houses</p>	<p>Makes observations of the natural world around them</p> <p>Draws pictures of animals and plants</p> <p>Understand the change in seasons between spring and summer</p> <p>Talks about the seasons and changes they have observed</p> <p>Understand the terms domesticated and wild in relation to animals.</p>	<p>Talks about similarities and differences between the natural world around them and contrasting environments</p> <p>Understands life cycle of a butterfly, frog</p> <p>Know how to care for the environment</p> <p>Understand and begin to explore habitats</p> <p>Know there are different animals. I know what different settings are like e.g. farms</p>
	<p>The Natural world ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <ul style="list-style-type: none"> - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					

Expressive arts and design

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.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Steps of progress	<p>Sing and join in with nursery rhymes</p> <p>Enjoy dancing</p> <p>I can enjoy joining in with dancing and ring games.</p> <p>Begin to copy movement</p> <p>Tap out simple repeated rhythms</p> <p>Engage in imaginative role-play in the home corner and small world</p> <p>Freely make pictures and talk about what I have made.</p> <p>Name and explore colours.</p> <p>Paint a self-portrait using a brush</p> <p>Freely explore, paint and collage</p> <p>Know we can use natural materials to create transient art.</p>	<p>Begin to sing familiar songs with actions</p> <p>Enjoy joining in with ring games</p> <p>Begin to move rhythmically</p> <p>Begin to tap out simple repeated rhythms.</p> <p>Engage in imaginative role-play based on own first-hand experiences. – police, doctors, fire</p> <p>Explore colours and how they match to objects e.g. yellow sweetcorn</p> <p>Use their observations to represent an object</p> <p>Explore how to weave paper using an in and out technique</p> <p>Recognise we can use different tools to create different effects e.g. pom pom printing – owls</p>	<p>Begin notice different forms of expression.</p> <p>Create movement in response to music.</p> <p>Noticing what adults do, imitating what is observed</p> <p>Retell a story using actions and pictures</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Explore dance linked to Chinese New Year</p> <p>Explore and learn how sounds can be made using body and voice</p> <p>Use powder paint to create pictures – fork to create new effect</p> <p>Explore 3d models and discover ways to connect materials – bridges</p> <p>Join construction pieces together to build and balance.</p> <p>Use lines to enclose a space, and then begin to use these shapes to represent objects.</p>	<p>Begin to develop a preference for different forms of expression.</p> <p>Create a sequence of movements in response to music.</p> <p>Spontaneously imitating things observed when the adult is not there.</p> <p>Develop storylines in their pretend play</p> <p>Explore how sounds can be changed.</p> <p>Explore art can be done of different scales - giant</p> <p>Show interest in and describe the texture of things.</p> <p>Explore how colours can be changed by mixing</p> <p>Choose various construction materials to create models</p> <p>Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Play pitch-matching games, humming or singing short</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Use a range of materials to create a picture.</p> <p>Use a range of tools to create a picture</p> <p>Explore using AI to create pictures - dinosaurs</p> <p>Use loose parts to create transient art</p>	<p>Use available resources to create props to support role-play.</p> <p>Be able to talk about their musical preferences.</p> <p>Sing in a group or solo increasingly matching the pitch and following the melody.</p> <p>Use artists as a basis for my work e.g. Henri Matisse.</p> <p>Uses collage to create a picture freely.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Explore using iPad, props and filters</p>

Expressive arts and design

Being Imaginative & Expressive ELG: 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.

Creating with materials ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories.