

Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment
Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision
 Learning priorities: linked to development matters 2020

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Marvellous me	Autumn / Celebrations	Dinosaurs	Around the world	Space	Traditional tales
Planning around a quality text: <i>To be chosen following children's interests.</i>						
Linked texts	<ul style="list-style-type: none"> Little princess books The koala who could... Lost and found Rainbow fish Giraffe's can't dance 	<ul style="list-style-type: none"> Percy Park Keeper books The dot Tap the magic tree 	<ul style="list-style-type: none"> Harry and the bucket full of dinosaurs George and the dinosaur (Peppa pig) 	<ul style="list-style-type: none"> Penguin goes on holiday Barnaby Bear 	<ul style="list-style-type: none"> Alien tea on planet Zum-Zee Aliens love underpants 	<ul style="list-style-type: none"> Jack and the beanstalk 3 Billy goats gruff Gingerbread man
Trips/Visitors Enrichments	<ul style="list-style-type: none"> Grandparents Vicar Michael 	<ul style="list-style-type: none"> School site manager School grounds Forest school 	<ul style="list-style-type: none"> Visit Royal Mail 	<ul style="list-style-type: none"> Knowsley Safari Park 	<ul style="list-style-type: none"> Star Dome 	<ul style="list-style-type: none"> Library Norton Priory
Celebrations / Festivals / Special Events	<ul style="list-style-type: none"> Birthdays First day of Nursery 	<ul style="list-style-type: none"> Birthdays Harvest Festival Diwali / Hanukkah Christmas 	<ul style="list-style-type: none"> Birthdays Pancake Day Chinese New Year 	<ul style="list-style-type: none"> Easter Mother's Day 	<ul style="list-style-type: none"> Christian aid week 	<ul style="list-style-type: none"> Father's Day

COMMUNICATION & LANGUAGE: Listening, Attention & Understanding Speaking

Educational Programme: 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	Spring	Summer
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Listening, Attention and Understanding

- Pay attention to one thing at a time
 - ⇒ Listen 1:1 to develop independence within daily routine
 - ⇒ Participate in short multi-sensory Key Person group time
- Enjoy listening to stories and begin to remember much of what happens
 - ⇒ Listen to short stories with illustrations / props / sounds
 - ⇒ Recall key events / name key characters
 - ⇒ Begin to join in text retell with some actions
- Follow an instruction with one part
 - ⇒ Linked to: □ daily routine □ Key Person group activities
 - ⇒ Special events: Autumn walk
- *Understand simple questions about 'who', 'what' and 'where'*
 - ⇒ Get to know: □ one another □ new learning space
 - ⇒ Find body / move different body parts .. *body parts / actions*
 - ⇒ Recount of autumn walk
- Begin to understand some 'why' questions related to own experiences
 - ⇒ Autumn experiences

Speaking

- Begin to use a wider range of vocabulary
 - ⇒ Linked to: □ daily routine □ themes
- Learn new rhyme and begin to develop a repertoire of songs
 - ⇒ Join in with actions / props
 - ⇒ Fill in some missing words
- Begin to talk about a familiar book one-to-one
 - ⇒ Comment on an illustration ...*picture / illustration*
 - ⇒ Favourite character / part ... *character / event*
- Develop communication, begin to use different tenses
- Begin to use longer sentences of 4/6 words
- Start a conversation with an adult / friend
- Begin to use talk to organise selves / play

Listening, Attention and Understanding

- Enjoy listening to stories & remember much of what happens
 - ⇒ Listen to stories, join in discussions and answer comprehension questions
- Begin to shift attention from one thing to another when needed and given a prompt
 - ⇒ Joining the carpet sessions when asked
 - ⇒ Participating in key person group time
 - ⇒ Tidying up when asked
- Begin to understand and follow a two-part instruction
 - ⇒ Linked to: daily routine, key person group activities
- Understand some 'why' questions
 - ⇒ Listen to stories and answer questions (why does he feel like that?)
 - ⇒ Continuous provision – UTW (e.g. why is it floating?)
- Begin to show an understanding of some prepositions
 - ⇒ Hiding a bear – where's the bear game
 - ⇒ Hide and seek – describe where we're hiding
- Begin to listen to others in a small group
 - ⇒ Join in circle times and carpet time – take it in turns to talk and listen to other children
 - ⇒ Join in key person groups and take it in turns to input
 - ⇒ Show and tell groups

Speaking

- Use a wider range of vocabulary
 - ⇒ Role play areas (modelling role play)
 - ⇒ Circle talking time
 - ⇒ Answering questions about stories
 - ⇒ Show and tell
 - ⇒ Small world activities
- Continue to develop and sing a repertoire of songs
 - ⇒ Join in singing Nursery Rhymes
 - ⇒ Join in singing daily welcome / group activity songs
 - ⇒ Join in singing sessions
- Sing a range of rhymes/songs as part of a group
 - ⇒ Join in singing Nursery Rhymes
 - ⇒ Join in with daily welcome / group activity songs
 - ⇒ Join in singing sessions
- Talk about a familiar book and begin to tell a simple story
 - ⇒ Talk about the focus texts and answer questions
 - ⇒ Ask questions and show an interest in the text
 - ⇒ Role play area used to retell story / make up stories

Listening, Attention and Understanding

- Enjoy listening to longer stories (with increased attention) and can remember much of what happens
 - ⇒ Listen to focus texts and linked stories as well as super six – ask questions, talk about characters and answer questions
 - ⇒ Talk about beginnings, middles and endings
- Shift their attention from one thing to another when needed and given a prompt
 - ⇒ Joining the carpet sessions when asked
 - ⇒ Participating in key person group time
 - ⇒ Tidying up when asked (responding to tidy up songs)
- Understand and follow a two-part instruction
 - ⇒ Linked to: daily routine, key person group activities
 - ⇒ Wash your hands and line up...
- Understand and respond confidently to simple 'why' questions
 - ⇒ Listen to stories and answer questions
 - ⇒ Developing empathy for others – why they feel a certain way
- Show an understanding of some prepositions
 - ⇒ PE – find the space that is...
 - ⇒ Hide and seek, hiding the bear...
- Listen to others in a small group
 - ⇒ Join in circle times and carpet time – take it in turns to talk and listen to other children
 - ⇒ Join in key person groups and take it in turns to input
 - ⇒ Show and tell

Speaking

- Use a wider range of vocabulary in a range of contexts
 - ⇒ Role Play areas (modelling role play) – space station
 - ⇒ Retelling the traditional tales using puppets
 - ⇒ Circle talking time
 - ⇒ Answering questions about stories
 - ⇒ Show and tell
 - ⇒ Small world activities
 - ⇒ (looking for more language)
- Sing a large repertoire of songs
 - ⇒ Join in singing Nursery Rhymes / welcome song
 - ⇒ Join in singing sessions
 - ⇒ Built up more rhythm, using instruments and remembering more words in songs
- Sing a range of songs/rhymes as part of a group and independently
 - ⇒ Join in singing Nursery Rhymes / singing sessions

	<ul style="list-style-type: none"> ⇒ Talk to the puppet ⇒ Washing line – story sequencing ▪ Continue to develop communication, using future and past tense (not always correctly) <ul style="list-style-type: none"> ⇒ Show and tell (what have we done at the weekend etc.) ⇒ Talking about ourselves and activities ⇒ Role play (post office) ⇒ Discussing stories and texts (past and future tenses) ▪ Use longer sentence of 4/6 words <ul style="list-style-type: none"> ⇒ Encouraged to talk about the activities they've completed ⇒ Talk about pictures they have made ⇒ Role play area – retelling / making stories ⇒ Circle time ⇒ Show and tell ▪ Begin to join sentences with and <ul style="list-style-type: none"> ⇒ Modelling ⇒ Market game ▪ Start a conversation with an adult / friend and begin to continue it with many turns <ul style="list-style-type: none"> ⇒ Talking table in continuous provision ▪ Use talk to organise selves / play ▪ Begin to retell a simple past event in correct order <ul style="list-style-type: none"> ⇒ Spencer bear show and tell about their weekend ▪ Begin to express a point of view <ul style="list-style-type: none"> ⇒ Tasting table – do they like it? Showing an opinion ⇒ Did you like that story and why? ⇒ Did you like that activity? 	<ul style="list-style-type: none"> ⇒ Join in welcome songs ⇒ Tapping out rhythms of songs and using instruments ▪ Talk about a familiar book and tell a longer story <ul style="list-style-type: none"> ⇒ Talk about the focus texts and answer questions ⇒ And what happened next... ⇒ Ask questions and show an interest ⇒ Use role play area / puppet theatre to tell traditional tales ⇒ Longer sequencing activities on washing lines ⇒ Talk to the puppet ▪ Develop communication, begin to use a wider range of tenses (with correct use of most tenses) <ul style="list-style-type: none"> ⇒ Show and tell (what've you done at the weekend) ⇒ Role play ⇒ Date chart for yesterday, today and tomorrow ⇒ Stories and texts discussing tenses ▪ Use sentences joined by other words such as like / because <ul style="list-style-type: none"> ⇒ Modelling language use ⇒ I'm doing this because... ⇒ I went to... because... ⇒ Dear Zoo – he sent the... back to the zoo because... ▪ Start a conversation with an adult / friend & continue it with many turns ▪ Retell a simple past event in correct order <ul style="list-style-type: none"> ⇒ Spencer Bear show and tell about their weekend ▪ Use talk more confidently to organise selves / play ▪ Express a point of view & debate when they disagree with an adult / friend, using words as well as actions <ul style="list-style-type: none"> ⇒ Circle times ⇒ In everyday routine / in the playground ⇒ Telling a grown up when they're unhappy with something and why
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PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

Educational Programme: 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	Spring	Summer
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Self-Regulation

- Show 'effortful control'
 - ⇒ With support follow the daily routine
 - ⇒ Play with others, sharing resources / taking turns
- Begin to talk about feelings ... *happy / sad / because*
 - ⇒ Show / imitate different emotions and label
 - ⇒ I am happy / sad because
- Begin to show awareness of how others might be feeling
 - ⇒ Offer comfort to a child who is upset / laugh with others
 - ⇒ Identify feelings of main characters in texts, looking carefully at illustrations
- Begin to recognise that some actions can hurt the feelings of others
 - ⇒ Identify action that made someone else upset
- With support begin to find solutions to some conflicts
 - ⇒ Sharing resources / taking turns e.g. bike track

Managing Self

- Show interest in a range of experiences, indoors and outdoors
 - ⇒ Familiar and some new
- Begin to select and use continuous provision resources, with help when needed ... *resources*
 - ⇒ Make independent learning choices ... *learning / play*
 - ⇒ Put resources back in right place once used
- With support begin to follow classroom routines and rules
- Begin to be independent within self-care routines
 - ⇒ Toileting / Handwashing / Snack time / Outdoor time

Building Relationships

- Begin to play with one or more other children
 - ⇒ Child-initiated learning / small group activities
- Begin to see themselves as part of a community
 - ⇒ Key Person group / nursery / family

Self-Regulation

- Talk about feelings using words like 'happy' and 'sad' and begin to use other words
 - ⇒ Talking about feelings / how we think others might feel
 - ⇒ Use emotion cards
 - ⇒ Stories about feelings / circle times
- With support begin to understand and talk about how others might be feeling and the reasons why
 - ⇒ Talk about other people's feelings during circle times and in the event of an accident.. How do you think that has made them feel and what can we do to help?
 - ⇒ Talk about feelings of characters in stories
 - ⇒ Emotion cards
- Begin to help to find solutions to conflicts and rivalries. *For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.*
 - ⇒ Playing lots of ring games and turn taking games
 - ⇒ Talk about feelings and how we could make the situation better / circle times
- With support begin to talk with others to resolve conflicts
 - ⇒ Explaining how something has made us feel and tell others if they don't like something

Managing Self

- Begin to select and use activities and resources to achieve a set goal
 - ⇒ Choose their own activities in the continuous provision and find the things from the shelves or ask for things they need for their project
 - ⇒ Encourage children to ask if they need things
- Settle to an activity of choice for some time
 - ⇒ Stay focused on an activity in the continuous provision
 - ⇒ Based on child's interests to tailor continuous provision
- Increasingly follow classroom routines and rules (with reduced practitioner guidance)
 - ⇒ Set out our own rules as a class and stick to them with support and encouragement

Self-Regulation

- Talk about their feelings using a range of words
 - ⇒ Discuss with an adult and other children how things have made them feel in detail – why?..
 - ⇒ Emotion cards – how's this person feeling and when did you feel like that?
 - ⇒ Relate to traditional tales – how is baby bear feeling? How is Goldilocks feeling? Etc.
- Begin to understand how others might be feeling.
 - ⇒ Talk about feelings of characters in stories
 - ⇒ Talk about other children's feelings during circle times and in the event of an accident. How do you think that has made them feel?..
 - ⇒ Developing empathy
 - ⇒ Looking at body language / facial expressions – how do we think they are feeling? What can we do to help?
- Help to find solutions to conflicts and rivalries.
 - ⇒ Playing lots of ring games and turn taking games
 - ⇒ Talk about feelings and how we could make the situation better
 - ⇒ Circle times
 - ⇒ How would we feel it that happened to us?
 - ⇒ Relate to tales - What could Goldilocks do to make baby bear feel better?
- Develop appropriate ways of being assertive.
 - ⇒ Tell other children or an adult if they're not happy with something or don't want to do something
 - ⇒ Tell other children to stop if they don't like something they are doing – if it continues – tell an adult
- Talk with others to solve conflicts.
 - ⇒ Sit children involved in an incident together and find a solution together

Managing Self

- Select and use activities and resources, with help when needed - to achieve a goal they have chosen, or one which is suggested to them.
 - ⇒ Choose their own activities in the continuous provision and find the things from the shelves or ask for things they need

	<ul style="list-style-type: none"> ⇒ Follow daily routines via the visual timetable ⇒ Respond to the tidy up song ▪ Develop independence within self-care routines <ul style="list-style-type: none"> ⇒ Toileting / handwashing / snack time / outdoor time (encouraged) <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ Play with one or more other children <ul style="list-style-type: none"> ⇒ Interact with other children during teacher led games / activities and within the continuous provision ⇒ Board games ⇒ Ball games outdoors ⇒ Ring games ▪ Take part in pretend play with one or more children <ul style="list-style-type: none"> ⇒ Engage with the role play area / home corner with a group of children ▪ See themselves as part of a community <ul style="list-style-type: none"> ⇒ Key person group / nursery / school / family / church ⇒ Make faces – friendship ▪ Begin to share and take turns with others <ul style="list-style-type: none"> ⇒ Share toys and resources in the continuous provision ⇒ Take turns at using resources in continuous provision ⇒ Take turns talking on the carpet patiently ⇒ Take turns during games ▪ Begin to extend and elaborate play ideas with others 	<ul style="list-style-type: none"> ▪ Settle to an activity for some time <ul style="list-style-type: none"> ⇒ Based on a child’s interests to tailor continuous provision ▪ Increasingly follow rules, understanding why they are important. <ul style="list-style-type: none"> ⇒ Talk about staying safe ⇒ Circle times ⇒ Talk about what happens when we don’t follow the rules ⇒ Talk about why we have rules ▪ Do not always need an adult to remind them of a rule. ▪ Be increasingly independent in meeting own care needs <ul style="list-style-type: none"> ⇒ Toileting / handwashing / snack time / outdoor time (encouraged) ▪ Make healthy choices about food, drink, activity and toothbrushing. <ul style="list-style-type: none"> ⇒ Tasting table ⇒ Sorting activities ⇒ Healthy food PowerPoints / games ⇒ Talk about dentists – what they do and why ⇒ Books (Oliver’s vegetables etc.) <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ Develop sense of responsibility and membership of a community. <ul style="list-style-type: none"> ⇒ Doing things as a team / together ⇒ Church community ⇒ Looking after each other and making sure everyone is included ▪ Become more outgoing with unfamiliar people, in the safe context of their setting. ▪ Show more confidence in new social situations. ▪ Play with one or more other children, extending and elaborating play ideas.
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PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

Educational Programme: 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn	Spring	Summer
<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ Continue to develop movement skills of walking and running <ul style="list-style-type: none"> ⇒ Negotiating space ⇒ Begin to adapt speed / direction to avoid obstacles ▪ Continue to develop climbing skills <ul style="list-style-type: none"> ⇒ Use stairs using alternate feet ⇒ With support explore climbing ▪ Continue to develop balancing skills ... <i>balance</i> <ul style="list-style-type: none"> ⇒ Complete low level obstacle courses ⇒ Walk up / down a ramp ⇒ Stand still ⇒ Stand on one leg ▪ Begin to learn to hop ▪ Continue to develop riding skills – scooter / trike / balance bike <ul style="list-style-type: none"> ⇒ Use bike track: □ following track □ right direction ⇒ Stop / start ▪ Continue to develop ball skills <ul style="list-style-type: none"> ⇒ Rolling (partner / circle games) ⇒ Kicking ▪ Begin to use large-muscle movements to <ul style="list-style-type: none"> ⇒ Wave flags and streamers (top to bottom / anti-clockwise) ⇒ Paint and make marks (top to bottom / anti-clockwise) <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ <i>Learn to use the toilet with help, and then independently.</i> ▪ Begin to show a preference for a dominant hand ▪ Begin to learn to use a knife and fork ▪ Begin to get dressed independently for outdoor play ▪ Use some one-handed tools and equipment 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ Continue to develop movement of walking and running <ul style="list-style-type: none"> ⇒ Negotiate space ⇒ Adapt speed and direction to avoid obstacles ⇒ Shark attack ▪ Continue to develop climbing skills <ul style="list-style-type: none"> ⇒ Use stairs using alternative feet ⇒ Explore climbing ▪ Continue to develop balancing skills <ul style="list-style-type: none"> ⇒ Complete low level obstacle courses ⇒ Walk up / down a ramp ⇒ Stand still ⇒ Stand on one leg ▪ Learn to hop <ul style="list-style-type: none"> ⇒ While holding a hand or rail ⇒ Holding the back of a chair ▪ Begin to learn to skip <ul style="list-style-type: none"> ⇒ Modelling ▪ Continue to develop riding skills <ul style="list-style-type: none"> ⇒ Scooter, bikes- following a track in the right direction ⇒ Have control ⇒ Stop and start ▪ Continue to develop ball skills <ul style="list-style-type: none"> ⇒ Rolling ⇒ Kicking ⇒ Throwing ⇒ Catching ⇒ Bouncing ▪ Use large muscle movements <ul style="list-style-type: none"> ⇒ Jumping in and out of hoops 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ Begin to refine movement of walking and running <ul style="list-style-type: none"> ⇒ Negotiate space ⇒ Adapt speed and direction ⇒ Traffic light game ⇒ Cone games in large spaces ⇒ Flying saucer game (space) ▪ Begin to refine climbing skills <ul style="list-style-type: none"> ⇒ Climb PE equipment in the hall ⇒ Climb in the outdoor space ▪ Begin to refine balancing skills <ul style="list-style-type: none"> ⇒ Carousel activities ⇒ Try not to hold on ⇒ Walking along a straight-line heel toe ⇒ Stand on one leg ▪ Learn to skip <ul style="list-style-type: none"> ⇒ Modelling ▪ Continue to develop riding skills <ul style="list-style-type: none"> ⇒ Scooter, bikes ⇒ Having control ⇒ Stop / start ▪ Continue to develop ball skills <ul style="list-style-type: none"> ⇒ Rolling, kicking, throwing, catching, bouncing ▪ Use large muscle movements <ul style="list-style-type: none"> ⇒ Jumping in and out of hoops ⇒ Spinning a skipping rope as a team and jumping ⇒ Using chalks to make big pictures in the outdoor area ⇒ Throwing bean bags into buckets ▪ Remember some sequences and patterns of movement related to music and rhythm

<ul style="list-style-type: none"> ⇒ Across provision: □ Pouring / filling □ Stirring / mixing □ Rolling □ Painting / Drawing / mark making ... ▪ Begin to develop a comfortable grip when using pencils / pen <ul style="list-style-type: none"> ⇒ Model and encourage a tripod grip 	<ul style="list-style-type: none"> ⇒ Twirling ribbons with arms ⇒ Stepping stones ⇒ Throwing bean bags into buckets ⇒ Ball over the head – swapping hands <p>Begin to remember some sequences and patterns of movement related to music and rhythm</p> <ul style="list-style-type: none"> ⇒ Dancing to music from around the world ⇒ Step sequences ▪ Begin to take part in some group team activities <ul style="list-style-type: none"> ⇒ Relays ⇒ Carousels in teams ⇒ Dishes and domes game ▪ Begin to match developing physical skills to tasks and activities in setting ▪ Choose the right resource to carry out chosen plan ▪ Begin to collaborate with others to manage large items <ul style="list-style-type: none"> ⇒ Asking friends for help ⇒ Carrying large resources ⇒ How could we get that box from there to there <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ Show preference a for a dominant hand ▪ Continue to learn to use a knife and fork ▪ Increase independence getting dressed and undressed <ul style="list-style-type: none"> ⇒ Practising with shoes and socks ▪ Use a range of one-handed tools and equipment <ul style="list-style-type: none"> ⇒ Playdough tools, clay tools, water tray equipment, sandpit equipment ▪ Continue to develop a comfortable grip with good control when holding pens and pencils. <ul style="list-style-type: none"> ⇒ Model and encourage tripod grip 	<ul style="list-style-type: none"> ⇒ Dancing ⇒ Step sequences ▪ Take part in some group team activities <ul style="list-style-type: none"> ⇒ Relays, carousels. Dishes and domes – more ring games. ▪ Match developing physical skills to tasks and activities in setting ▪ Choose the right resource to carry out chosen plan ▪ Collaborate with others to manage large items <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ Use one-handed tools and equipment. <ul style="list-style-type: none"> ⇒ Continue to practise within the provision: playdough tools, clay tools, water and sand equipment ▪ Eat independently using a knife and fork ▪ Be increasingly independent getting dressed and undressed ▪ Use a comfortable grip with good control when holding pens and pencils.
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LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Phonics groups – this plan may change based on children’s needs and abilities at the time.

Autumn	Spring	Summer
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Phase 1 Phonics / Reading

- Begin to develop phonological awareness
 - ⇒ Join in with Phase 1 activities, aspects 1 to 6
 - Distinguish between different sounds: □ Environmental Sounds □ Instrumental Sounds □ Body Percussion
 - Rhythm and rhyme: begin to develop awareness of words that sound the same
 - Alliterative activities, begin to identify words starting with the same phoneme within names
 - Explore and copy different voice sounds
- Begin to understand some of the five key concepts about print:
 - ⇒ Handle books carefully & correctly
 - ⇒ Name some book parts ... *front cover, back cover, page, title*
 - ⇒ Print has meaning □ familiar logos □ environmental labels with photograph
 - ⇒ Understand print is read left to right .
- *Enjoy sharing a book with an adult*
 - ⇒ One to one
 - ⇒ Small group time
- Begin to read own name with visual support

Writing

- *Add some marks to their drawings, which they give meaning to. For example: "That says mummy.*
- *Make marks on picture to represent name*
- Begin to attempt to write name with some recognisable letters
 - ⇒ First letter of name
- To begin to understand that own marks represent meaning
 - ⇒ Point to marks
 - ⇒ Talk about made marks
 - ⇒ Label marks

Phase 1 Phonics / Reading

- Continue to develop phonological awareness
 - ⇒ Join in with P1 activities, aspects 1 to 7
 - Listen, remember & talk about different sounds: □ Environmental □ Instrumental □ Body Percussion
 - Rhythm and rhyme: develop awareness of words that sound the same
 - Tune into alliterative words, begin to identify / hear some initial phonemes in words
 - Explore and begin to talk about different voice sounds
 - Begin to participate in oral blending/segmenting activities
 - Clap syllables in own name
- Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary
- Continue to develop an understand the five key concepts about print:
 - ⇒ Handle books carefully & correctly
 - ⇒ Name some book parts *title / blub*
 - ⇒ Print has meaning – recognise some new logos
 - ⇒ Begin to understand what a word / letter is ... *letter / word*
 - ⇒ Follow print left to right and begin to use 1:1 correspondence
 - ⇒ Know where to start reading ... *first*
- Read own name without visual support

Writing

- Begin to use some print / letter knowledge in writing
 - ⇒ Symbols – lines / circles
 - ⇒ Recognisable letters
 - ⇒ Left to right directionality
 - ⇒ Top to bottom directionality
- Begin to engage in purposeful mark marking
- Attempt to write name, using name card, with some recognisable letters, some correctly formed

Phase 1 Phonics / Reading

- Develop phonological awareness
 - ⇒ Join in with P1 activities, aspects 1 to 7
 - Listen, remember & talk about different sounds with increasing vocabulary: □ Environmental □ Instrumental □ Body Percussion
 - Talk about rhyming words and begin to create rhyming strings
 - Hear and say initial sounds in words
 - Explore and talk about different voice sounds, enunciating some phoneme correctly
 - Participate in oral blending/segmenting activities
 - Clap syllables in words
- Engage in extended conversations about stories and non-fiction texts, learning & using new vocabulary
- Use the five key concepts about print:
 - ⇒ Identify a word in a sentence and understand it carries meaning
 - ⇒ Identify a letter in a word
 - ⇒ Name parts of book and show awareness of page number ... *page number*
 - ⇒ Continue to develop understanding of word / letter
 - ⇒ Follow print, know it is read from top to bottom & use 1:1 correspondence
- Read own name in a variety of fonts/context

Writing

- Use knowledge of print / letter knowledge in writing
 - ⇒ Recognisable letters
 - ⇒ Left to right / top to bottom directionality
 - ⇒ Top to bottom directionality
- Begin to match some letters to phonemes e.g. m for mummy
- Engage in purposeful early writing
- Write name, from memory, with correct letter formation

Educational Programme: 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.

Autumn	Spring	Summer
<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> ▪ Begin to compare quantities ... <i>group, lots, more, same, less</i> <ul style="list-style-type: none"> ⇒ Sort, match and label groups ⇒ Find the group with more / the same / less ▪ Notice, identify and talk about patterns around them <ul style="list-style-type: none"> ⇒ Clothing ⇒ Autumn ▪ Begin to copy and talk about a pattern – <i>ABAB</i> <ul style="list-style-type: none"> ⇒ Patterns with objects / actions ⇒ Give pattern a name ▪ Begin to recite numbers to 5 in correct order ▪ Explore 1:1 correspondence <ul style="list-style-type: none"> ⇒ Heuristic play free exploration ▪ Begin to say one number for each item to 3 <ul style="list-style-type: none"> ⇒ Join in with number rhymes / songs with props & actions ⇒ Use some number names in play <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ▪ Begin to select shapes for appropriate tasks <ul style="list-style-type: none"> ⇒ Show interest in shapes in the environment ⇒ Manipulate and turn shapes ▪ Begin to talk about shapes <i>round, pointy, spotty, stripy</i> ▪ Make comparisons between objects using appropriate vocabulary <ul style="list-style-type: none"> ⇒ Size ... <i>big / small / bigger / smaller</i> ▪ Understand positional language within daily routine ... <i>in / on / under</i> ▪ Begin to understand the language of time within the daily routine ... <i>next, later, after</i> 	<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> ▪ Name and talk about patterns ▪ Continue and talk about a pattern <ul style="list-style-type: none"> ⇒ Begin to create repeat patterns through different activities (dinosaurs) ▪ Recite numbers to 5 ▪ Join in with number rhymes to 5 using props and fingers <ul style="list-style-type: none"> ⇒ Singing songs with the whole class that involve counting to 5 ▪ Use fingers to represent numbers with increasing accuracy <ul style="list-style-type: none"> ⇒ Sing nursery rhymes using fingers ⇒ Show me... ▪ Use some numbers names in play with some accuracy <ul style="list-style-type: none"> ⇒ In role play areas – asking for a number of pennies ⇒ Asking for resources ⇒ Drawing pictures ⇒ Using numbered resources to recognise ▪ Sort and match objects accordingly e.g. <i>size / shape</i> <ul style="list-style-type: none"> ⇒ During teacher led activities as well as the continuous provision ▪ Begin to compare quantities using ... <i>more than / fewer than</i> <ul style="list-style-type: none"> ⇒ Inside hoops – which one has more etc. ⇒ Estimating ⇒ Girls / boy ratio everyday – how many girls / how many boys ▪ Fast recognition of objects up to 1 and sometimes 2 – subitising <ul style="list-style-type: none"> ⇒ Teacher led activities ⇒ Continuous provision – always counting ▪ Begin to count up to sets of 5 objects (1:1 correspondence) ▪ Begin to represent numbers with marks <ul style="list-style-type: none"> ⇒ Tally charts ⇒ Have a go at number formations – modelled 	<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> ▪ Extend and create ABAB patterns <ul style="list-style-type: none"> ⇒ Through printing ⇒ Through peg boards ⇒ Through multilink / buicks ⇒ Using 2 colours and then 3 colours ▪ Recite numbers past 5 <ul style="list-style-type: none"> ⇒ Counting everything during continuous provision– things in classroom – counting how many children are here etc. ▪ Fast recognition of up to 3 objects - subitising ▪ Say one number for each item in order: 1,2,3,4,5. <ul style="list-style-type: none"> ⇒ 1:1 counting – lining up time counting children ⇒ 3 Bears – 3 Bowls, 3 chairs etc. - Goldilocks ⇒ Counting steps ⇒ Counting objects – touching it with a finger to avoid mistakes ▪ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). ▪ Show 'finger numbers' up to 5. <ul style="list-style-type: none"> ⇒ Through nursery rhymes / singing (5 little men in a flying saucer) ▪ Link numerals and amounts up to 5 <ul style="list-style-type: none"> ⇒ Number jigsaws ⇒ Counting items onto different things (stars onto sky background) ▪ Experiment with own symbols and marks as well as numerals. <ul style="list-style-type: none"> ⇒ Practising on whiteboards ▪ Solve real world mathematical problems with numbers up to 5 <ul style="list-style-type: none"> ⇒ Baking table problems ⇒ Teacher-led activities ▪ Compare quantities using language: 'more than', 'fewer than'

	<p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ▪ Select shapes appropriately in a range of contexts ▪ Begin to combine shapes to make new ones <ul style="list-style-type: none"> ⇒ Exploring with shapes in continuous provision ⇒ Making pictures using shapes (houses etc) ▪ Talk about shapes <ul style="list-style-type: none"> ⇒ Pass the bag game with shapes – talk about what they’re found ⇒ Describe shapes and properties ▪ Make comparisons between objects using appropriate vocabulary <ul style="list-style-type: none"> ⇒ Teacher led activities – describing shapes / differences ⇒ Talk about shapes everywhere – outdoors / inside the classroom – where can we see different shapes – talk about what they look like etc. ▪ Understand positional language <ul style="list-style-type: none"> ⇒ Where’s the bear game ⇒ Hide and seek – describing where someone is hiding ⇒ Looking at pictures in stories and describing where the characters are ▪ Begin to use some language of time within the daily routine <ul style="list-style-type: none"> ⇒ Use daily timetable to encourage language – next, later, after that ▪ Begin to describe a familiar route <ul style="list-style-type: none"> ⇒ Talk about journeys to school ▪ Begin to describe a sequence of events ... <i>first, next</i> <ul style="list-style-type: none"> ⇒ Begin to describe something they’ve done in chronological order using connecting words 	<p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ▪ Talk about and explore 2D and 3D shapes <ul style="list-style-type: none"> ⇒ Find shapes everywhere- indoors / outdoors ⇒ Making shape pictures ⇒ Using 3D shapes to make models ▪ Understand position through words <ul style="list-style-type: none"> ⇒ Understanding instructions e.g. can you sit in front of... ▪ Describe a familiar route <ul style="list-style-type: none"> ⇒ Journeys to school ▪ Make comparisons between objects relating to size, length, weight and capacity <ul style="list-style-type: none"> ⇒ Water tray activities ⇒ Exploring with scales ⇒ Measuring items using multilink ⇒ Size ordering ▪ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. <ul style="list-style-type: none"> ⇒ Construction area ⇒ Building houses – 3 little pigs ▪ Combine shapes to make new ones <ul style="list-style-type: none"> ⇒ Exploring in the continuous provision ▪ Talk about and identifies the patterns around them. ▪ Extend and create ABAB patterns ▪ Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
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UNDERSTANDING THE WORLD □ Past and Present □ People, Culture & Communities □ Natural World

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

Autumn	Spring	Summer
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Past and Present

- Begin to make sense of their own life history
 - ⇒ When I was a baby *baby / new / grow*
 - ⇒ The people in my family *family / brother / sister*
 - ⇒ My birthday *birthday / party / presents*
 - ⇒ Christmas time ...

People, Culture & Communities

- Begin to show an interest in different occupations
 - ⇒ People who help us: Doctor / Nurse / *doctor / nurse / hospital*
 - ⇒ People who help our pets: Vets ... *vets / pets*
- Notice differences between people
 - ⇒ Babies and children (similarities / differences) ... *body parts, hair colour ...*

Natural World

- Begin to use some senses in hands on exploration of natural materials
 - ⇒ Getting to know new outdoor learning space
- Begin to explore collections of materials with similar and/or different properties.
 - ⇒ Autumn collection *leaves, pine cones, conkers, twigs ...*
- Talk about what they see, beginning to use a wider vocabulary
- Explore how things work
 - ⇒ My favourite toy *toy / push / pull / bend*
 - ⇒ Party objects / Christmas decorations
- Begin to explore and talk about different forces they can feel
 - ⇒ Push and pull toys *push / pull*
- Begin to understand the need to respect and care for the natural environment
 - ⇒ Nursery outdoor learning space

* Begin to develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information

Past and Present

- Make sense of their own life history
 - ⇒ When I was a baby
 - ⇒ The people in my family
 - ⇒ My birthday
 - ⇒ Mother's Day (celebrating and talking about our mums / grandmas)

- Looking into dinosaurs and their habitats

People, Culture & Communities

- Continue to show an interest in different occupations
 - ⇒ People who help us
 - ⇒ People who help our pets
- People who research
- Begin to develop positive attitudes about the differences between people
 - ⇒ Everybody's different – note similarities between children in class and differences – groups game
 - ⇒ Differences in families
 - ⇒ Differences in looks
 - ⇒ Differences in cultures

Natural World

- Begin to use all their senses in hands on exploration of natural materials
 - ⇒ Messy play
 - ⇒ Sensory trays
 - ⇒ Small world
 - ⇒ Sand and fossil exploration tray
 - ⇒ Rice and noodle exploration – foods from different countries
- Begin to explore collections of materials with similar and/or different properties.
 - ⇒ In teacher led activities and continuous provision
 - ⇒ Making pictures using different materials (giant dinosaur)
- Talk about what they see, continuing to use a wider vocabulary
 - ⇒ Pass the bag game – talk about what you've found
 - ⇒ Sorting dinosaurs into categories based on colour/type / water/land etc. Talk about why it's in such a category
 - ⇒ Eye spy with dinosaurs but descriptions
 - ⇒ Outdoor dinosaur hunt
 - ⇒ Observational drawings of the area – what are you drawing / describe it
- Begin to understand the need to respect and care for the natural environment

Past and Present

- Make sense of their own life history
 - ⇒ When I was a baby
 - ⇒ The people in my family
 - ⇒ My birthday
 - ⇒ Father's Day (celebrating dads and grandads)
- Begin to make sense of family's history
 - ⇒ Grandparents (Grandma – little red riding hood)
 - ⇒ Looking at photos – show and tell
 - ⇒ 3 little pigs' family / 3 bears family

People, Culture & Communities

- Show interest in different occupations
 - ⇒ Talk about astronauts and scientists
 - ⇒ People who help us
 - ⇒ People who help our pets
 - ⇒ People who research
 - ⇒ Shops / cafes / restaurants etc.
- Continue to develop positive attitudes about the differences between people
 - ⇒ Everybody's different – through books
 - ⇒ Differences in families
 - ⇒ Differences in looks
 - ⇒ Differences in cultures

Natural World

- Use all their senses in hands on exploration of natural materials.
 - ⇒ Messy play
 - ⇒ Sensory trays
 - ⇒ Small world
 - ⇒ Metal materials and magnets
 - ⇒ Oats (porridge)
- Explore collections of materials with similar and/or different properties.
 - ⇒ Pass the bag
 - ⇒ Talk about items that are made from different materials
 - ⇒ Building houses (three little pigs – what material works best)
- Talk about what they see, using a wide vocabulary.
- Plant seeds and care for growing plants.
 - ⇒ Planting sunflowers
 - ⇒ Watering our sunflowers
 - ⇒ Planting different vegetables in the forest school area
- Understand the key features of the life cycle of a plant and an animal.
 - ⇒ Life cycle of a sunflower

	<ul style="list-style-type: none"> ⇒ Talk about recycling – use recycling for different activities / plastic ⇒ Oceans around the world and under the sea – plastic pollution and protecting sea life ⇒ Outdoor learning space – protect it – litter picking ▪ Begin to know that there are different countries in the world <ul style="list-style-type: none"> ⇒ Through stories and PowerPoints of different places in the world ⇒ Different cities (Emma Jane’s aeroplane) ⇒ Landmarks around the world ⇒ Look at different houses around the world ⇒ Warm / cold places ▪ Explore how things work ▪ Begin to explore and talk about different forces they can feel <p>* Continue to develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information</p>	<ul style="list-style-type: none"> ⇒ Life cycle of a butterfly ▪ Begin to understand the need to respect and care for all living things. <ul style="list-style-type: none"> ⇒ Recycling ⇒ Minibeasts ⇒ The importance of animals • Learn about farm animals (3 little pigs) ▪ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos <ul style="list-style-type: none"> ⇒ Show and tell – countries we’ve been to ⇒ PowerPoints of different countries ⇒ Different houses (house boats, teepees etc.). ▪ Explore how things work. ▪ Explore and talk about different forces they can feel. <ul style="list-style-type: none"> ⇒ Exploring with magnets through the space topic ▪ Talk about the differences between materials and changes they notice <ul style="list-style-type: none"> ⇒ Freezing / melting ⇒ Using materials to make collages – describing how they feel / look <p>* Develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information</p>
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EXPRESSIVE ARTS & DESIGN: □ Creating with Materials □ Being Imaginative & Expressive

Educational Programme: 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.

Autumn

Spring

Summer

Being Creative

- Begin to explore different materials and textures
 - ⇒ Free exploration – collage
 - ⇒ Introduction to glue to join ... *spread / press*
- Create: □ lines □ circles
 - ⇒ Range of different media
- Explore printing ... *printing / down / up / still*
 - ⇒ Hands / fingers / feet
 - ⇒ Leaves
- Create enclosed shapes to represent self (range of media)
 - ⇒ Body / Face ... *key features / circle / line*
- Begin to explore colour
 - ⇒ Free exploration
 - ⇒ Self-portraits
 - ⇒ Autumn / Christmas

Being Imaginative

- Begin to take part in pretend play
 - ⇒ Imitate home experiences (home corner)
 - ⇒ Imitate life experiences linked to different seasons
 - ⇒ Celebrations: Birthday party ... *cards / presents*
- Begin to create own small world scenes linked to interests
- Begin to create simple stories using small world
 - ⇒ Imitate own experiences (*my home / nursery*)
 - ⇒ Autumn walk ... *people, trees, animals ...*
- Listen with increased attention to sounds
 - ⇒ Tune into body percussion sounds ... *body parts*
 - ⇒ Begin to move to a steady beat ... *beat / march ...*
- Sing and remember some simple rhymes and songs
- Play instruments with increasing control
 - ⇒ Free exploration of musical instruments
 - ⇒ Learn to play: □ tapping □ banging □ shaking

Being Creative

- Explore different materials freely and begin to develop own ideas about how to use them and what to make
 - ⇒ Provide access to different materials
 - ⇒ Plastic blocks / wooden blocks etc
- Continue to explore different textures
 - ⇒ Making collages with different materials
 - ⇒ Continue to use glue for sticking
- Begin to join different materials
 - ⇒ Explore different ways of joining – sticking with glue / using Sellotape / staples with support etc.
- Begin to create closed shapes to represent objects
- Begin to draw with increasing detail
 - ⇒ Focus pictures (oil pastel rocket ships)
 - ⇒ Adding detail to people / with encouragement
 - ⇒ Modelling
 - ⇒ Henna hands
- Use drawing to represent ideas like movement
- Begin to show different emotions in drawings and paintings, like happiness, sadness, fear etc.
 - ⇒ Drawing faces on people
 - ⇒ Look at emotions in books
 - ⇒ Circle time talk about emotions – drawing pictures
- Begin to explore colour mixing.
 - ⇒ Free exploration
 - ⇒ Self-portraits
 - ⇒ Space pictures
 - ⇒ Around the world

Being Imaginative

- Begin to respond to what they have heard, expressing their thoughts and feelings.
- Begin to remember and sing entire songs.
 - ⇒ Through practise and repetition
- Begin to sing the pitch of a tone sung by another person ('pitch match').
- Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Being Creative

- Develop their own ideas and decide which materials to use to express them
- Explore different textures
 - ⇒ Making collages with different materials
 - ⇒ Discuss how they feel
- Join different materials
 - ⇒ Exploring different methods of joining materials together
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail
 - ⇒ Focus pictures
 - ⇒ Adding detail
 - ⇒ Modelling
- Use drawing to represent ideas like movement or loud noises.
 - ⇒ Spikes for loud bangs
 - ⇒ Waves etc.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
 - ⇒ Drawing faces on people
 - ⇒ Look at emotions in books (how is baby Bear feeling? How are the little pigs feeling?)
 - ⇒ Circle time talk about emotions – drawing pictures
- Explore colour and colour mixing.
 - ⇒ Free exploration
 - ⇒ Self-portraits
 - ⇒ Space pictures
 - ⇒ Mixing pink for pigs
 - ⇒ Mixing brown for bears

Being Imaginative

- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
 - ⇒ Practise and repetition
- Sing the pitch of a tone sung by another person ('pitch match').

	<ul style="list-style-type: none"> ▪ Play instruments with increasing control to express their feelings and ideas. <ul style="list-style-type: none"> ⇒ Free exploration ⇒ Creating a band ⇒ Listen to examples ▪ Take part in simple pretend play and begin to using an object to represent something else <ul style="list-style-type: none"> ⇒ Role play areas – Rocketship and props / aeroplanes ▪ Begin to develop complex stories using small world equipment <ul style="list-style-type: none"> ⇒ Animal small world for different countries ⇒ Space small world ▪ Begin to make imaginative and complex ‘small worlds’ <ul style="list-style-type: none"> ⇒ Modelling using different resources – what could we add to this etc. ⇒ Reading lots of stories to create ideas / suggest ideas as a group and then allow for free exploration 	<ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> ⇒ Free exploration ⇒ Creating a band ⇒ Listen to examples ▪ Create their own songs, or improvise a song around one they know <ul style="list-style-type: none"> ⇒ Modelling creating new songs ⇒ Changing the words ⇒ As a group / suggest idea ▪ Take part in simple pretend play using an object to represent something else even though they are not similar <ul style="list-style-type: none"> ⇒ Role play area – Under the sea / up in air (hot air balloon) / Traditional tales ▪ Develop complex stories using small world equipment Make imaginative and complex ‘small worlds’ <ul style="list-style-type: none"> ⇒ Modelling using different resources – what could we add to this etc. ⇒ Reading lots of stories to create ideas / suggest ideas as a group and then allow for free exploration
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