


EYFS Long Term Plan






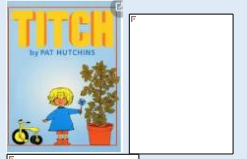
Showing progression from **nursery (2 years)** > **nursery (3-4 years)** > **reception (4-5 years)**

Global Themes / British Values (weave throughout the year as appropriate to the themes covered)

Peace and Conflict	Identity and Diversity	Social Justice	Saving our Environment	Our Heritage	Our World and Beyond
<ul style="list-style-type: none"> To know our own actions have consequences. To know some basic ways to avoid, manage and resolve conflict. 	<ul style="list-style-type: none"> To understand people are all unique and everyone should be valued. To identify the similarities and differences between self and others. 	<ul style="list-style-type: none"> To know what is fair and unfair within their experience. To know the importance of caring and sharing on others. 	<ul style="list-style-type: none"> To know about different living things and their needs. To know how to take care of immediate environment in our locality. 	<ul style="list-style-type: none"> To know about aspects of local heritage that has impacted on their lives and the lives of their families. 	<ul style="list-style-type: none"> To know their immediate and local environment and simple links with other places. (e.g. through food).
fair, unfair	same, different, self/ myself, everyone, us/all	fair, unfair, caring, sharing, right, wrong	care, nature, world	home, family, us	world, change
Democracy	Rule of Law	Individual Liberty	Mutal Respect and Tolerance		
<ul style="list-style-type: none"> Make decisions together. Make sure that everyone has equal rights and is treated equally/ fairly. Show each child's views matter, giving the opportunity to share and collaborate to make decisions together. 	<ul style="list-style-type: none"> Develop understanding of cause and effect and that our actions have consequences. Understand that there are some rules that we need to follow. Distinguish between right and wrong. 	<ul style="list-style-type: none"> Develop a positive sense of self. Promote self-confidence and self-awareness. Develop language and experiences to name and understand own emotions. 	<ul style="list-style-type: none"> Create an environment that encourages tolerance of all faiths, cultures, races and views. Develop understanding and celebration of our differences and similarities. 		

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic	Marvellous Me!		Let's Celebrate / Autumn	Tell Me A Story / Winter	Get Set Grow / Spring	Magical Minibeasts	Our Wonderful World / Summer
Key Texts	 <p>Rhymes/songs: Head, Shoulders, knees and toes If you happy and you know it.</p>		 <p>Rhymes/songs: Selection of Christmas songs</p>	 <p>Other stories to be decided by the children. Rhymes/songs:</p>	 <p>Rhymes/songs: Mary, Mary quite contrary</p>	 <p>Rhymes/songs: I'm a caterpillar There's a worm at the bottom of the garden. Incy Wincy Spider 5 Little ladybirds 5 little bees</p>	 <p>Rhymes/songs: Walking through the jungle Story song – The snail and the Whale 5 little Monkey Mr Crocodile Never smile at a crocodile</p>
		<p>Autumn</p>  <p>Rhymes/songs: 5 Little Pumpkins Dingle Dangle Scarecrow 5 Little Apples</p>	<p>Winter</p>  <p>Rhymes/songs: Winter song (Reggae tune) 5 little snowmen</p>	<p>Spring</p>  <p>Rhymes/songs: Sleeping Bunnies</p>			<p>Summer</p>  <p>Rhymes/songs:</p>
Immersion/ Cultural Capital	Photo of different families, children to add photos/pictures/collages of their family. Different doll families, items and stories which promote diversity	Through a sensory experience, chn exploring different celebrations and festivals using their senses. Parents/carers invited to Christmas Craft and Sing-a-Long session.	Billy Goats Gruff – STEM activities The Giant visiting the nursery The Evil Pea visiting the nursery	Planting beans Vegetable tasting and cooking.	Making a wormery Making a snail house Nursery and Rhyme Room – Stay and	Sponsor a turtle – WWF – Linked to Somebody Swallowed Stanley Suitcase – with different items / books from around the world/animals from around the world. Globe.	

	(including skin colours and disabilities)				Play outdoor activity day.	
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Rhyme Room	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Marvellous Me!	Let's Celebrate / Autumn	Tell Me A Story / Winter	Get Set Grow / Spring	Magical Minibeasts	Our Wonderful World / Summer
Key Texts	 <p>Rhymes/songs: Head, shoulders, knees and toes.</p>	 <p>Rhymes/songs: Happy Birthday song Christmas songs (for parent sing a long)</p>	 <p>Rhymes/songs: Row row row your boat</p>	 <p>Rhymes/songs: Round and round the garden.</p>	<div data-bbox="1568 359 1814 614" style="border: 1px solid black; width: 100%; height: 100%;"></div> <p>Rhymes/songs: Incy Wincy Spider There's a worm at the bottom on the garden</p>	<div data-bbox="1859 359 2105 614" style="border: 1px solid black; width: 100%; height: 100%;"></div> <p>Rhymes/songs: Old McDonald had a farm Baa baa black sheep Wheels on the bus</p>
		<p>Autumn</p> <div data-bbox="577 798 952 1013" style="border: 1px solid black; width: 100%; height: 100%;"></div> <p>Rhymes/songs: Dingle Dangle scarecrow, Twinkl Twinkl little star (night theme)</p>	<p>Winter</p> <div data-bbox="981 798 1120 933" style="border: 1px solid black; width: 100%; height: 100%;"></div> <p>Rhymes/songs: Rain Rain go away</p>	<p>Spring</p> <div data-bbox="1272 798 1411 933" style="border: 1px solid black; width: 100%; height: 100%;"></div> <p>Rhymes/songs: Sleeping bunnies</p>	<p>Summer</p> <div data-bbox="1859 798 2004 949" style="border: 1px solid black; width: 100%; height: 100%;"></div> <p>Rhymes/songs:</p>	
Immersion/ Cultural Capital	Pumpkin Party (End of half term.	Birthday celebration – with nursery Parents/carers invited to Christmas Craft and Sing-a-Long session.		Growing cress heads	Arrange visit – minibeasts to come to nursery.	Family picnic

<p>Communication & Language</p>  <p>Nursery: Two Year Olds Nursery: 3-4 Year Olds Reception: 4-5 Year Olds</p>	Speaking					
	<p>Use an average of 50 words. Make themselves understood by their peers and unfamiliar adults. Say how they feel using a mix of words and actions.</p>	<p>Link two or more words together to make self-understood. Work on pronouncing a range of speech sounds and use: p. b. m. w. Have a rapidly developing vocabulary.</p>	<p>Begin to link words into short sentences (linking up to 5 words together). Begin to use these sounds in speech: - l/r/w/y - f/th - s/sh/ch/dz/j</p>	<p>Link words into short sentences (up to 5 words together). Develop speech sounds and pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j Use words for description, function, time and space.</p>	<p>Use words for description, function, time, and space. Begin to identify and name a range of vocabulary linked to familiar objects and people. Use a range of speech sounds and start to pronounce multisyllabic words to make self-understood. Use some simple prepositions e.g. in, out, up, down.</p>	<p>Identify and name a range of familiar objects and people (around 300 words). Make self-understood by unfamiliar adults by using a range of speech sounds and starting to pronounce multisyllabic words. Use pronouns and plurals and start to use prepositions.</p>
	<p>Identify and name a range of familiar objects and people (around 300 words). Make self-understood by unfamiliar adults by using a range of speech sounds and starting to pronounce multisyllabic words. Use pronouns and plurals and start to use prepositions.</p>	<p>Use familiar vocabulary in play. Join in when singing familiar songs. Name familiar objects. Communicate needs.</p>	<p>Speak in short phrases. Join in with repetitive phrases during story time. Confidently talk to a familiar adult.</p>	<p>Speak in simple sentences. Join in with conversation with friends engaged in the same activity. Sing a familiar song or rhyme. Use new words learned through play and exploration.</p>	<p>Begin to use sentences to link thoughts (e.g. using <i>and</i>, <i>because</i>). Build up a repertoire of simple songs and rhymes. Initiate a conversation with friends or a grown up while playing.</p>	<p>Begin to use new topic vocabulary in play. Know a range of songs, rhymes and rhythms and use while playing. Speak in a full sentence of 3-6 words. Start a conversation and continue it with an adult or a friend. Talk about things that are happening now (present day). Initiate a conversation with friends or a grown up while playing.</p>
	<p>Begin to use new topic vocabulary in play. Know a range of songs, rhymes and rhythms and use while playing. Speak in a full sentence of 3-6 words. Start a conversation with friends or a grown up while playing. Start a conversation and continue it with an adult or a friend.</p>	<p>Learn an increasing range of new vocabulary. Use complete sentences in everyday talk. Talk about things in the past.</p>	<p>Use new vocabulary in play. Use a range of sentence starters. Describe past and present events in some detail.</p>	<p>Use new vocabulary in context. Use longer sentences using conjunctions. Talk about things that are going to happen (future).</p>	<p>Use new vocabulary in different contexts. Link one idea or action to another using a range of connectives.</p>	<p>Participate in small group, class and one-to-one discussions. Offer own ideas using recently introduced vocabulary. Offer explanations for why things might happen.</p>

	Talk about things that are happening now (present day).					
	<p>Early Learning Goal Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
<p>Nursery: Two Year Olds Nursery: 3-4 Year Olds Reception: 4-5 Year Olds</p>	Listening, Attention and understanding					
	<p>Have a favourite rhyme or story which they like to share. Identify familiar objects e.g. "red bike," "Fred's shoes". Interested in other children's play and showing they want to join in.</p>	<p>Develop simple pretend play e.g. putting baby to bed. Understand simple questions. Listen to others talk with interest but can be easily distracted.</p>	<p>Begin to engage in familiar stories, songs, and rhymes. Start to understand and act on short sentences including some action words e.g. dolly run. Enjoy listening to others.</p>	<p>Enjoy listening to familiar stories, songs, and rhymes. Understand and act on longer sentences which have 'doing or action' words e.g. "make dolly run". Interested in and enjoy listening to others and start to join in.</p>	<p>Start to engage in with familiar stories, songs, and rhymes. Begin to pay attention when name is called. Begin to follow a simple instruction. Start to engage in the same topic as their friend.</p>	<p>Start to join in with familiar stories, songs, and rhymes. Shift attention when someone uses name and then follow an instruction. Start to develop conversational skills by listening before responding. Listen to stories, songs and rhymes at group time and respond by joining in. Enjoy listening to longer stories.</p>
	<p>Start to join in with familiar stories, songs and rhymes. Shift attention when someone uses name and then follow an instruction. Start to develop conversational skills by listening before responding. Engage in pretend play.</p>	<p>Enjoy simple stories. Listen and respond to a simple instruction and question with adult support. Start to develop pretend play.</p>	<p>Enjoy a range of stories, songs, and rhymes. Listen to others in one to one or small groups, when conversation interests. Take part in pretend play using an object to represent something else.</p>	<p>Start to listen to longer stories with interest and join in with familiar or repeating parts e.g. Bear Hunt. Respond to a simple instruction and question. Begin to develop stories using small world equipment and during pretend play.</p>	<p>Follow directions (if not intently focused on own choice of activity). Begin to develop more complex storylines in pretend play.</p>	<p>Talk about a story heard. Join in a conversation. Follow a simple 2 step instruction and answer questions. Express a point of view. Begin to develop more complex storylines in pretend play with peers.</p>

	<p>Enjoy listening to longer stories and remember much of what happened. Take about a story heard. Join in a conversation. Follow a simple 2 step instruction and answer questions. Express a point of view. Begin to develop more complex storylines in pretend play with peers.</p>	<p>Understand why listening is important. Engage in a range of stories, rhymes, and songs, paying attention to how they sound. Ask questions during group time.</p>	<p>Listen to and talk about stories to build familiarity and understanding. Learn an increasing range of rhymes and songs. Ask simple 'who' and 'where' questions.</p>	<p>Listen to longer stories with increasing recall. Learn an increasing range of rhymes, poems and songs. Listen to longer stories with increasing recall. Ask questions to find out more and to check understanding of what has been said – who, where?</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Retell stories, some as exact repetition and some in own words. Ask questions to find out more and to check understanding of what has been said – when and how?</p>	<p>Listen attentively and respond to what is heard with relevant questions, comments, and actions. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen attentively and respond to what is heard with relevant questions, comments and actions when being read. Ask questions to find out more and to check understanding of what has been said – why, how do you know?</p>
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Early Learning Goal
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.

Personal, Social and Emotional Development

Nursery: Two Year Olds
Nursery: 3-4 Year Olds
Reception: 4-5

Self-Regulation						
<p>Begin to see self as a separate person.</p>	<p>Start to show a range of emotions.</p>	<p>Start to understand why they are feeling the emotion they are feeling.</p>	<p>Start to control their emotions in certain situations, with support.</p>	<p>Begin to take notice of other people's emotions.</p>	<p>Talk about emotions during play and when listening to stories.</p>	
<p>Express a range of emotions. Safely explore emotions through play and stories.</p>	<p>Manage transition from parent to key person. Talk about their feelings.</p>	<p>Be increasingly able to talk about and manage their emotions. Begin to understand gradually how others might be feeling.</p>	<p>Talk and manage their emotions. Begin to show more confidence in new situations</p>	<p>Increasingly able to moderate their feelings. Show an awareness of basic routines and boundaries.</p>	<p>Talk about their feelings and the feelings of others.</p>	
<p>Identify a range of feelings and tell a grown up how they are feeling. Choose an activity independently. Follow simple instructions (2 to 3 words e.g. sit down).</p>	<p>Be aware of school values/ rules. Follow the structure, routine, and rules of the reception classroom, without support. Begin to show perseverance to achieve goals.</p>	<p>Understand some of their own feelings and respond to them appropriately. Complete a task of their own choice and concentrate on it for a suitable time (age +/- 1 min).</p>	<p>Begin to understand the feelings of others. Talk about what is right and wrong.</p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even</p>	<p>Wait for what they want and control their immediate impulses when working to a simple goal, when appropriate.</p>	

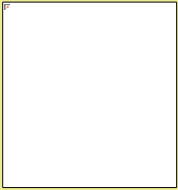
Year Olds					when engaged in activity. Show an ability to follow instructions involving several ideas or actions.	
	Early Learning Goal Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to 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.					
	Managing Self					
	Start to know when they have wet or soiled their nappy.	Start to know when they need and have been to the toilet (potty training).	Start to communicate with words or gestures when they need and have been to the toilet (potty training).	Show they want to complete tasks to do with self-care, with support.	Want to complete tasks to do with self-care, independently.	Begin to explore different activities with the help of a grownup. Familiarise self with new surroundings e.g. snack area, toilet.
	Begin to take turns. Establish sense of self.	Learn to use the toilet independently. Grow in independence, rejecting help.	Increasingly follow rules. Develop sense of responsibility.	Follow rules and understand why they are important. Be increasingly independent in meeting own needs.	Remember rules with less adult support. Select and use resources with help when needed.	Increasingly remember rules without being reminded. Manage own needs, using the toilet, washing and drying hands (with some reminders).
	Put own coat on. Use respectful manners. Start to understand how to keep themselves healthy (wash hands and clean teeth). Make safe choices within the setting.	Put on and fasten own coat (buttons / Velcro). Tidy up and care for the resources in the classroom.	Zip up own coat. Put own shoes on. Begin to try activities that are unfamiliar.	Say how they can keep themselves healthy (diet, exercise). Begin to understand the consequences of their actions.	Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.	Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge
	Early Learning Goal Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.					
	Building Relationships					
	Play confidently on own and alongside others.	Enjoy the company of other children and want to join in with their play.	Begin to build friendships and bonds	Develop friendships and bonds with other children and familiar	Able to separate confidently from parent/ carer, when	Play with increasing confidence on their own and with other children


			with other children, with support.	adults in the setting (key person and other staff).	supported by their key person.	with an adult close by. Begin to develop friendships with other children.
	Develop friendships with others. Play with others, sharing and taking turns.	Play with increasing confidence.	Become more outgoing with familiar people in nursery. Begin to play with one or more children.	Notice and ask questions about differences. Play cooperatively with others.	Play with others, beginning to resolve conflict, with support. Play with others, extending and elaborating play ideas.	Develop sense of responsibility and membership of a community. Talk with others to solve conflicts, with support. Think about the perspectives of. Others, with support.
	Play with a small group of children cooperatively.	Play with a small group of children, co-operatively sharing ideas.	Share and take turns with favourite resources. Show friendly behaviour around the classroom and around school. Develop friendships with lots of people.	Listen to and respond to the ideas of others. Solve conflicts with others, listening and sharing e.g. using strategies like a timer to share.	Work and play cooperatively and take turns with others. Form positive attachments to adults and make friendships with peers.	Show sensitivity of own and others' needs.
	<p>PSHE Matters Drug Education- throughout the year linked to being healthy, sun safety, vets, doctors Exploring Emotions- Focus in autumn but continues throughout the year Being Healthy- Focus in spring 2 but throughout the year Growing up- Focus in summer 1 Changes- Seasonality throughout the year, focus in autumn 1, transition in summer 2 Bullying Matters- focus in autumn 1 and throughout the year, anti-bullying week Being Me- Focus in autumn 1 Difference and Diversity-Link with RE, autumn 1 and celebrations and festivals throughout the year, within provision Being Responsible- Throughout the year, recycling in summer 1, within provision Being safe- Autumn 1 classroom rules, autumn 2 bonfire night/Diwali safety, link to road safety and occupations, aspirations Relationships- Focus in autumn 1 and throughout the year Money Matters- Link to maths, within role play, fundraising events</p>					
	<p>Early Learning Goal Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. How sensitivity to their own and to others' needs.</p>					
Physical Development	<p>Gross Motor Skills</p>					

**Nursery: Two
Year Olds**
**Nursery: 3-4
Year Olds**
**Reception: 4-5
Year Olds**

<p>Walk with some control. Use push along wheeled vehicles.</p>	<p>Fit into spaces, like tunnels, dens, and large boxes, and move around in them. Walk, run, jump, and climb with some control. With support walk up steps.</p>	<p>Walk, run, jump, and climb with more control. With support walk up and down steps.</p>	<p>Sit on a push-along wheeled toy, use a scooter, or ride a tricycle. Climb confidently. Enjoy starting to kick, throw and catch balls.</p>	<p>Begin to build with a range of resources. Start to walk up and down steps with some independence.</p>	<p>Begin to enjoy gross motor activities (kicking, throwing, catching). Build independently with a range of appropriate resources. Walk, run, jump, climb and use the stairs independently.</p>
<p>Begin to enjoy gross motor activities (kicking, throwing, catching). Build independently with a range of appropriate resources. Walk, run, jump, climb and use the stairs independently.</p>	<p>Climb, jump and start to use the stairs independently. Start to kick, throw and catch balls. Begin to move in time to music. Match developing physical skills to tasks.</p>	<p>Increasingly independent with dressing. Revise and refine fundamental movement skills. Choose the right resources to carry out own plan. Use core muscle strength to achieve good posture.</p>	<p>Skip, hop and stand on one leg. Increasingly able to use and remember sequences. Start taking part in some group activities which are made up by self or in teams.</p>	<p>Climb up apparatus using alternate feet. Collaborate with others to manage large items, such as moving a long plank safely, Carry large hollow blocks.</p>	<p>Begin to use large-muscle movements to wave flags and streamers, paint and make marks. Use and remember sequences and patterns of movement related to music. Continue to develop movement, balancing, riding and ball skills. Hold a pose for a game like musical statues. Use a scooter or ride a tricycle.</p>
<p>Begin to use large-muscle movements to wave flags and streamers, paint and make marks. Use and remember sequences and patterns of movement related to music. Continue to develop movement, balancing, riding and ball skills. Hold a pose for a game like musical statues. Use a scooter or ride a tricycle. Independently transfer gross motor movements to mark make on a large scale. Climb over, under and through obstacles.</p>	<p>Increasing core strength. Throw, kick pass and aim a variety of balls with increasing control. Move in a variety of ways (running, walking) with increasing control. Travel around space and obstacles safely. Start to sit at a table to write.</p>	<p>Climb, balance and dismount with safety and control. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Regularly sit at a table to write.</p>	<p>Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Combine different movements with ease and fluency. Move in a variety of ways (jumping, skipping, hopping, balancing) with increasing control. Show strength, balance and coordination in movement. Sit at a table to write.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Climb stairs using alternate feet. Sit at a table with good posture.</p>	<p>Revise and refine the fundamental movement skills already acquired. Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>

	Move safely and with awareness of others.					
Nursery: Two Year Olds Nursery: 3-4 Year Olds Reception: 4-5 Year Olds	Early Learning Goal Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.					
	Fine Motor Skills					
	Explore and begin to manipulate materials.	Explore using a range of tools to manipulate materials.	Explore a range of tools to make marks.	Explore different ways of making marks with a range of tools and resources.	Begin to develop and use different grips.	Begin to pick up small objects, isolating finger and thumb. Take part in some fine motor skills to do things independently e.g., pouring drinks and exploring tools.
	Develop manipulation and control. Explore different tools. Start eating independently and learn how to use a knife and fork.	Use two hands to open and close scissors. Clump dough together.	Show preference for dominant hand. Use a comfortable grip. Chop scraps of paper into smaller bits. Squish and poke dough.	Use thumb and 4 finger scissors to make snips into paper. Eat independently using a knife and fork. Use a comfortable grip with good control when holding pencil and crayons.	Manipulate and control scissors with increasing control. Begin to use a range of tools competently. Squash, pinch and squeeze dough in hands.	Develop small motor skills to use a range of tools confidently. Begin to develop 4 finger grips.
	Use cutlery and other one-handed equipment. Use scissors using a thumb and four fingers, making straight cuts. Continue to show increasing control with dominant hand. Show good pencil grip - 4 finger grip moving towards 3 finger grasp. Roll dough into a sausage shape. Increased opportunities to sit at a table to write.	Holds scissors using thumb and one finger. Roll a sausage shaped piece of dough into a coil. Hold a pencil in tripod grip. Show good pencil control when mark making and drawing.	Use scissors using a thumb and finger making straight cuts into paper. Roll dough into a ball.	Roll out dough and cut out forms from cookie cutters. Use effective tripod pencil grip. Cut straight lines across paper.	Use a range of tools e.g., pencils, paintbrushes. Draw with accuracy. Use scissors using a thumb and finger making angled cuts. Roll dough into a ball. Join made dough shapes together to make recognisable forms.	Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop small motor skills to use a range of tools competently, safely and confidently. Use scissors to cut curves and circles. Create people and things out of dough in a vertical position. Use dough more like clay to join and form.
Early Learning Goal 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, paintbrushes and cutlery.						

Begin to show accuracy and care when drawing.						
<p>Literacy – Writing</p>  <p>Nursery: Two Year Olds Nursery: 3-4 Year Olds Reception: 4-5 Year Olds</p>	<p>PD – FM Explore and begin to manipulate materials.</p>	<p>PD - FM Explore using a range of tools to manipulate materials.</p>	<p>PD - FM Explore a range of tools to make marks.</p>	<p>PD - FM Explore different ways of making marks with a range of tools and resources.</p>	<p>PD – FM Begin to develop and use different grips.</p>	<p>PD – FM Begin to pick up small objects, isolating finger and thumb. Take part in some fine motor skills to do things independently e.g., pouring drinks and exploring tools.</p>
	<p>Randomly scribble. Spontaneously scribble in vertical/horizontal and/or circular direction. Imitate a horizontal/vertical/circular direction. Make marks on their picture. Enjoy drawing freely.</p>	<p>Randomly scribble. Spontaneously scribble in vertical/horizontal and/or circular direction. Imitate a horizontal/vertical/circular direction. Make marks on their picture that stand for their name. Enjoy drawing freely, the outdoor area with chalk and brushes.</p>	<p>Imitate a horizontal line. Imitate a vertical line. Imitate a circle. Make marks on their picture that stand for their name. Begin to give meaning to their marks. Evidence of circles and straight lines within their drawings.</p>	<p>Freely mark make. Imitate a horizontal line. Imitate a vertical line. Imitate a circle. Make marks on their picture that stand for their name. Begin to give meaning to their marks. Evidence of circles and straight lines within their drawings.</p>	<p>Start to ascribe meaning to marks made - this is mummy, this is a dog etc. Copy a horizontal line. Copy a vertical line. Copy a circle. Imitate +. Imitate / and \. Imitate. a square. Write some or all their name. Write some letter shapes accurately.</p>	<p>Enjoy drawing freely and begin to talk about what has been drawn. Copy a horizontal line. Copy a vertical line. Copy a circle. Imitate +. Imitate / and \. Imitate a square. Use some of their print and letter knowledge in their early writing. Begin to write their name with recognisable letters.</p>
	<p>Write their name Write some initial sounds using taught graphemes.</p>	<p>Write their name correctly Write initial and end sounds in cvc words Write some cvc words using taught graphemes. Attempt to write taught tricky words. Form recognisable letter shapes</p>	<p>Write cvc/ cvcc words using taught graphemes/diagraphs Write taught tricky words correctly. Begin to form lower case letters using the correct orientation and starting place.</p>	<p>Write cvc/ cvcc words. Form lower case letters form the correct starting point. Write previously taught tricky words correctly. Write short phrases</p>	<p>Write phonetically plausible words using their phonics knowledge. Form most lower case letters correctly, from the correct starting point. Read back their own writing aloud.</p>	<p>Write phonetically plausible words using their phonics knowledge. Write short sentences which can be read by others. Form recognisable capital letters. Form most lower case letters correctly, from the correct starting point.</p>
<p>Early Learning Goals Write recognisable letters, most of which are correctly formed.</p>						


<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>						
<p>Literacy – Reading</p>  <p>Nursery: Two Year Olds Nursery: 3-4 Year Olds Reception: 4-5 Year Olds</p>	<p>Start to join in with familiar rhymes - echoing pitch, etc. Enjoy sharing books with an adult.</p>	<p>Listen to stories and turn the pages of books as if reading (adding in word etc). Sing rhymes and songs independently in play.</p>	<p>Start to use familiar vocabulary from books or rhymes read/sung.</p>	<p>Sometimes play based around familiar books. Build good listening skills. Repeat familiar phrases and lines from songs. Join in with familiar nursery rhymes and songs. Start to recognise familiar logos in their environment.</p>	<p>Enjoy looking at books and begin to share their own ideas about books. Tell the difference between a picture and print.</p>	<p>Enjoy looking at books and make comments and share own ideas about books. Enjoy familiar stories, songs and rhymes. Give meaning to marks made and seen. Enjoy sharing books with an adult. Have a favourite book that they like to share with an adult, with another child, or to look at alone. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>
	<p>Enjoys singing rhymes, tuning in and paying attention. Joins in with songs and rhymes, copying sounds, rhymes, tune and tempo. Say some of the words in songs and rhymes. Pay attention and respond to the pictures or the words. Enjoy sharing books with adults. Have favourite books and seek them out, to share with an adult, another child, or to look at alone.</p>	<p>Enjoys singing rhymes, tuning in and paying attention. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Pay attention and respond to the pictures or the words. Enjoy sharing books with adults. Have favourite books and seek them out, to share with an adult, another child, or to look at alone.</p>	<p>Sing rhymes whilst playing. Start to engage in conversation about stories. Notice some print, such as the letters in their name. Ask questions about a book. Begin to understand we read from left to right and top to bottom.</p>	<p>Sing songs and say rhymes independently. Engage in conversation about stories, beginning to learn new vocabulary. Develop play around their favourite stories using props. Begin to count or clap syllables in words.</p>	<p>Confidently sing songs and rhymes to adults. Demonstrate understanding of what has been read. Repeat words and phrases from familiar stories. Spot words with the same initial sound. Use some vocabulary from books in their play.</p>	<p>Re-read to make sure what they have read makes sense. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>

	<p>Talk about their favourite stories</p> <p>Act/ retell parts of their favourite stories</p> <p>Listen for the initial sounds in words</p> <p>Grapheme/phoneme correspondence within Level 2 phonics.</p>	<p>Retell key events in both familiar and favourite stories.</p> <p>Read and re- read books, developing their understanding.</p> <p>Retell both familiar and favourite stories in order (beginning, middle and end)</p> <p>Listen for initial and final sounds in words.</p> <p>Listen for sounds they have been taught in words</p> <p>Grapheme/phoneme correspondence within Level 2 phonics.</p> <p>Recognise level 2 tricky words.</p> <p>Begin to segment and blend to read cvc words.</p>	<p>Retell simple stories</p> <p>Make predictions about stories which have been read to them</p> <p>Read and re- read books, developing their understanding and enjoyment</p> <p>Answer questions about a story</p> <p>Segment and blend to read cvc/ cvcc words with previously taught graphemes.</p> <p>Read short captions using Level 2 phonics knowledge.</p> <p>Grapheme/phoneme correspondence within Level 3 phonics</p> <p>Read Level 2 tricky words fluently.</p>	<p>Retell stories with increasing detail.</p> <p>Make their own predictions about what will happen next.</p> <p>Read and re- read books, developing their understanding and enjoyment</p> <p>Answer questions about characters and events within a story.</p> <p>Grapheme/phoneme correspondence within Level 3 phonics</p> <p>Segment and blend to read cvc/ cvcc words with previously taught digraphs and trigraphs.</p> <p>Read short captions using Level 3 phonics knowledge.</p> <p>Read Level 2 and 3 tricky words.</p>	<p>Retell simple stories with increasing detail.</p> <p>Answer questions about key events and characters in the story.</p> <p>Read and re- read books, developing their understanding and enjoyment to begin to share with others.</p> <p>Anticipate key events in stories</p> <p>Grapheme/phoneme correspondence within Level 3 phonics</p> <p>Segment and blend to read cvc/ cvcc words with previously taught digraphs and trigraphs.</p> <p>Read simple sentences using previously taught phonics knowledge.</p> <p>Read previously taught tricky words.</p>	<p>Read and re- read books, developing their understanding and enjoyment to share with others.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, during role play.</p>
	<p>Early Learning Goals</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, nonfiction, 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 are consistent with their phonic knowledge, including some common exception words.</p>					
<p>Mathematics</p>	<p>Number & Numerical pattern</p>					
	<p>Show counting like behaviour e.g., making sounds, pointing, etc.</p>	<p>Start to use number names alongside the counting behaviour</p>	<p>Use random number names in play.</p>	<p>React to changes in amounts up to 3 e.g. through songs "2 little birds".</p>	<p>Begin to take part in a range of finger rhymes.</p>	<p>Start to count e.g. saying "one" or giving each child one object each.</p>

<p>Nursery: Two Year Olds</p> <p>Nursery: 3-4 Year Olds</p> <p>Reception: 4-5 Year Olds</p>		(out of sequence or skipping numbers).				Enjoy taking part in finger rhymes (particularly where the number of objects changes) Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.	
	Take part in finger rhymes with numbers. Compare amounts, saying 'lots', 'more' or 'same'. Say some numbers in sequence. Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.		Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. 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.		Show 'finger 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'). Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Experiment with their own symbols and marks as well as numerals.		
	<u>White Rose</u> Match, sort and compare. Talk about measure and patterns. It's me 1,2,3 Circles and triangles	<u>White Rose</u> 1,2,3,4,5 Shapes with 4 sides	<u>White Rose</u> Alive in 5 Growing 6,7,8	<u>White Rose</u> Length, height and time Building 9 and 10	<u>White Rose</u> To 20 and beyond How many now?	<u>White Rose</u> Visualise, build and map Manipulate compose and decompose Sharing and grouping Make connections	
	Mass and Capacity- throughout the year Exploring 3D shapes- throughout the year						
	<p>Early Learning Goals</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>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 Patters</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>						
	Shape (not an aspect of the EYFS framework)						
	Start to complete simple inset puzzles.	Compare sizes and weights e.g. big, small.	Compare amounts using mathematical language with support.	Compare amounts using mathematical language e.g. lots, more, less, same.	Begin to categorise things together into groups.	Notice how things fit inside each other (e.g. playing with).	
	Build with a range of resources.		Talk about and explore 2D and 3D shapes (for		Make comparisons between objects relating to		

	Complete inset puzzles Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.		example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.		size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.	
	<u>White Rose</u> Explore sorting techniques. Create sorting rules. Compare amounts, size, mass, capacity. Explore simple patterns. Copy and continue simple patterns. Create simple patterns.	<u>White Rose</u> Identify and name circles and triangles. Compare circles and triangles. Shapes in the environment. Describe position. Identify and name shapes with 4 sides. Combine shapes with 4 sides. My day and night	<u>White Rose</u> Compare mass. Find a balance. Explore capacity. Compare capacity.	<u>White Rose</u> Explore and compare length. Explore and compare height. Talk about time. Order and sequence time. Recognise and name 3-D shapes. Find 2-D shapes within 3-D shapes. Use 3-D shapes for tasks. 3-D shapes in the environment. Identify more complex patterns. Copy and continue patterns. Patterns in the environment.	<u>White Rose</u> Select shape for a purpose. Rotate shapes. Manipulate shapes. Explain shape arrangements. Compose shapes. Decompose shapes. Copy 2-D shape pictures. Find 2-D shapes within 3-D shapes.	<u>White Rose</u> Identify units of repeating patterns Create own pattern rules. Explore own pattern rules. Replicate scenes and construction. Visualise from different positions. Describe positions. Give instructions to build. Explore mapping. Patterns and relationships.

Understanding the World


<p style="text-align: center; font-weight: bold; margin: 0;">Understanding the World</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center; font-weight: bold; margin: 0;">Planned Vocabulary and skills to revisit</p> <p style="text-align: center; font-weight: bold; margin: 0;">Past and present</p>	<p style="color: #ffc107; margin: 0;">Recognise and name members of their family. Make connections between the features of their family and other families. Autumn 1 – topic focus – Marvellous Me! focusing on themselves and immediate family.</p> <p style="color: #17a2b8; margin: 0;">Begin to make sense of their own life-story and family's history. Show interest in different occupations within their families and the community. Autumn 1 – topic focus on 'Marvellous Me!' learning about themselves, close family and friends.</p>						
	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Children to talk about different roles and occupations within their community.	Talk about how familiar events have changed Talk about remembering significant days, (such as Remembrance Day)	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.				Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
	Throughout the year, expose children to a range of stories with references to the past.						

Nursery: Two Year Olds Nursery: 3-4 Year Olds Reception: 4-5 Year Olds	past, long ago, now, today, yesterday, day year, tomorrow, lifetime, future, local, old, new before, after long ago, museum, photograph					
	Early Learning Goal Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling					
People and Communities Nursery: Two Year Olds Nursery: 3-4 Year Olds Reception: 4-5 Year Olds <i>NB – RE non stat. in YN. From YR 36 hours of RE, e.g. 50 minutes a week or some short sessions implemented through continuous provision</i>	Ongoing – Celebrations (see page 1 for half termly links)					
	Is interested in photographs of themselves and other familiar people and objects.	Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them.		Notice differences between people. Discuss experiences of visiting different places e.g. trips to the seaside.		
	Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.					
	Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life indoors and outdoors	Children to talk about special events attended e.g. Pumpkin picking, bonfire night, Heanor lights, Christmas events.		Children to make some comparisons though familiar stories and rhymes.		Children to notice similarities and differences between their own community with places around the world. Children to talk about significant events e.g. holidays.
	Enjoys joining in with family customs and routines. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.					
	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.					

	Harvest Festival	Christmas Diwali	Lunar New Year	Holi Ramadan	Eid	Continue to develop positive attitudes about the differences between people. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries.
	<p>Derbyshire Agreed Syllabus F1 Which stories are special and why? Bible- Christmas, Easter, Diwali, Lunar New Year Derbyshire Agreed Syllabus F2 Which people are special and why? Autumn 1- family and friends, Autumn 2- Jesus, Rama and Sita Derbyshire Agreed Syllabus F3 What places are special and why? Autumn 1- Our home, school Autumn 2- Church, temples Derbyshire Agreed Syllabus F4 What times are special and why? Autumn 2- Christmas, Diwali, Spring 1- Lunar New Year, Spring 2- Easter, Mother's Day, Holi Derbyshire Agreed Syllabus F5 Being Special: Where do we belong? Autumn 1- Our home, our school, ourselves Derbyshire Agreed Syllabus What is special about our world and why? Summer 1 & 2- Our world, caring for animals Celebrations, temple, special, church, festival, religion, Christian, Hindu, Muslim, family</p>					
	<p>Early Learning Goal Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>					
	<p>Natural World Ongoing - Seasonal Changes (cover in the correct term for the seasons)</p>					
	<p>Nursery: Two Year Olds Nursery: 3-4 Year Olds Reception: 4-5</p>	<p>Explore natural materials, indoors and outside.</p>	<p>Explore natural materials, indoors and outside. Repeat actions that have an effect. Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>Explore natural materials, indoors and outside. Explore materials with different properties. Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>Plant seeds and care for growing plants.</p>	<p>Explore and respond to different natural phenomena in their setting. (minibeasts)</p>
	<p>Use all their senses in hands-on exploration of natural materials.</p>	<p>Explore how things work.</p>	<p>Children to talk about the changing of seasons – autumn to winter.</p>	<p>Talk about what they see, using a wide vocabulary.</p>	<p>Talk about what they see, using a wide vocabulary.</p>	<p>Begin to understand the need to respect and care for the natural</p>

Year Olds		Talk about what they see, using a wide vocabulary. Children to talk about the changes in the season autumn – what do they notice? Children to talk about seasonal objects and resources.	How does it feel in winter? Children to talk about the weather. What so they notice? Talk about what they see, using a wide vocabulary.	Plant seeds and care for growing plants. Children to explore the growth of a plant and of a butterfly. Children to have first-hand experiences of growth.	Begin to understand the need to respect and care for the natural environment and all living things. (minibeasts)	environment and all living things. Children to understand they live in a wider world – including weather, land, sea and animals. Talk about what they see, using a wide vocabulary.
	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 (autumn). 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 (winter), such as changes in temperature and weather Explore freezing and melting. Explore the natural world around them. Describe what they see, hear, and feel whilst outside.	Understand the key features of the life cycle of a plant and an animal. Understand the effect of changing seasons on the natural world around them (spring). Investigate new life such as the life cycle of a frog. Describe what they see, hear and feel whilst outside.	Recognise some environments that are different to the one in which they live. Explore the natural world around them. Understand the key features of specific animals, where they live and how we can look after them. (minibeasts) Describe what they see, hear and feel whilst outside.	Recognise some environments that are different to the one in which they live. 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 (summer). Explore the natural world around them. Describe what they see, hear and feel whilst outside.
		Hibernate, nocturnal, changes, seasonal	Temperature, freezing, ice, icicles, melting, frozen	seed, flower, stem, leaf, plant, tree, root, fruit, vegetable, trunk, grow, soil	Insect, minibeast, habitat, environment, fairtrade, frogspawn, tadpoles, froglets, frog, pond, wildlife, honey	animals, plants, habitat, living, dead, ocean, desert, jungle, cold, hot, mountain
	Early Learning Goal Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
Expressive Arts & Design	Please Note – The different strands of Creating with Materials will be taught in different half terms dependent on when the focus aligns best with the overall topic. Progression is vertical not horizontal.					
	PAINTING	PRINTING	DRAWING	COLLAGE	SCULPTURE/3D	TEXTILES/WEAVING
	Use hands and fingers for painting.	Explore printing with body parts to create artwork.	Express ideas and feelings through making marks, and sometimes	Begin to explore different materials to create artwork.	Begin to explore dough/clay to create artwork.	Explore different fabrics with the support of a grown up.

 <p>Creating with Materials</p> <p>Nursery: Two Year Olds</p> <p>Nursery: 3-4 Year Olds</p> <p>Reception: 4-5 Year Olds</p>	Hold a paintbrush in the palm of hand.	Hold printing materials in the palm of the hand.	give a meaning to the marks made. Make marks by drawing circles and lines.	Join using different glues.	Make marks in dough/ clay.		
	Explore various painting materials. Use different one-handed paintbrushes. Hold the paintbrush with the correct grip, with some reminders. Explore colouring mixing.	Explore various printing materials. Print with simple shapes. Use self-chosen printing materials to create own ideas. Use self- chosen art materials to create own ideas.	Explore various drawing tools. Create closed shapes with continuous lines. Begin to include details on drawings. Draw self-portraits and use ideas from objects or pictures in own work. Use self- chosen art materials to create own ideas.	Explore various collage materials. Join different materials together. Make choices about which materials to use when creating. Add a range of textures e.g. smooth, rough, bendy and hard. Join in different ways e.g. tape, glue, hole punch, string, ribbon. Use self- chosen art materials to create own ideas.	Explore various sculpting materials. Use a range of one-handed dough/ clay tools. Manipulate dough/ clay by squashing, rolling, pinching, twisting and cuttings. Join dough/ clay together. Use a variety of techniques and shapes to sculpt. Use self- chosen art materials to create own ideas.	Explore various textiles/ materials. Begin to weave. Join different materials together. Make choices about which materials to use when creating. Use self- chosen art materials to create own ideas.	
	Autumn Provision: Playdough		Spring Provision: Junk Modelling carefully select additional materials to incorporate and enhance models. Join items which are cut, torn and glued. Use techniques such as flanges, slots, braces, tabs, and ties, with some support.		Summer Provision: Painting		
	Make something with clear intentions from start to finish. Use a variety of techniques and shapes to sculpt,				Draw more detailed artworks eg portraits, imaginative worlds, landscapes, cityscapes, buildings, objects.		
	Mix and match to a specific colour or shade needed. Paint from observation by making a careful study and then include features and details in the pictures- portraits	Mix and match to a specific colour or shade needed. Colour match by altering the tint or shade- Pumpkin observational drawing/painting	Join items which are cut, torn and glued. Use techniques such as flanges, slots, braces, tabs, and ties, with some support- linked to structures and traditional tales.	Explore and be inspired by the works of famous artists, such as Eric Carle and Vincent Van Gogh	Use a variety of techniques and shapes to sculpt, such as minibeasts	Draw/paint from observation by making a careful study and then including features and details in the pictures eg.sunflowers	
<p>Early Learning Goals</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>							
Expressive Arts and Design:	Explore sounds with their voice. Begin to move to different sounds.	Explore making different sounds in the environment e.g.	Use imagination and create different artwork/ music/ role play.	Begin to talk about their artwork and creations.	Enjoy and take part in action songs, e.g. Twinkle, Twinkle Little Star'.	Enjoy joining in with songs, rhymes, and music.	

	<p>Enjoy imaginative activities supported by an adult e.g. role play, small world, etc.</p>	<p>banging a stick against a tree. Begin to use imagination and create different artwork/ music/ role play.</p>			<p>Begin to explore a range of music making resources.</p>	<p>Explore different sounds e.g. clapping, using instruments. Take part in pretend play.</p>
<p><u>Being Imaginative and Expressive</u></p> <p>Nursery: Two Year Olds Nursery: 3-4 Year Olds Reception: 4-5 Year Olds</p>	<p>Join in with simple repetitive rhymes and songs. Engage in imaginative activities e.g. role play, small world, etc.</p>	<p>Perform songs to an audience. Add own resources and constructions to small world play.</p>	<p>Explore sounds that can be made from percussion.</p>	<p>Follow adult signals/ instructions when playing instruments (stop/ start).</p>	<p>Create own music using a range of different objects/ instruments.</p>	<p>Share likes and dislikes about different songs/ music.</p>
	<p>Sing a range of well-known nursery rhymes and songs. Use small world/ role play resources to retell a familiar event or known story in the correct sequence.</p>	<p>Develop storylines and characters into pretend play. Sing in a group and perform to others, Christmas Nativity</p>	<p>Invent, adapt and recount narratives and stories with their peers and their teacher. Sing in tune and keep to the beat. Explore traditional dances such as Chinese dragon dance.</p>	<p>Perform songs, rhymes, poems and stories with others. Use expressive dance to tell stories</p>	<p>Take part in group role play to retell a known story. Perform songs, rhymes, and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Collaborate with peers to retell the story in the correct sequence. Show some control in playing percussion instruments to create changes in dynamics, tempo, or pitch. Listen to and perform different music from different cultures.</p>
	<p>Early Learning Goal 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>					