










EYFS Long Term Plan



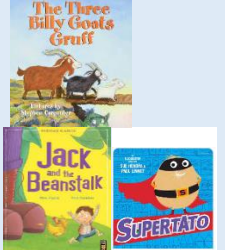








Showing progression from **nursery (2 years)** > **nursery (3-4 years)** > **reception (4-5 years)**

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. 		

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Topic	Marvellous Me!		Tell Me A Story / Winter		Magical Minibeasts			
Key Texts								
Immersion/ Cultural Capital	<p data-bbox="394 724 692 944">Photo of different families, children to add photos/pictures/collages of their family. Chatterboxes-share with staff what they have done over the summer</p> <p data-bbox="394 952 692 1316"><u>Curiosity Corner:</u> Different doll families, items and stories which promote diversity (including skin colours and disabilities)</p> <p data-bbox="394 1347 640 1401">Herman the friendship cake</p>		<p data-bbox="999 724 1265 751">Hooks linked to the stories:</p> <p data-bbox="999 1038 1223 1093">Gingerbread Man – baking</p> <p data-bbox="999 1123 1234 1177">The Three Little Pigs – Construction site</p> <p data-bbox="999 1208 1236 1316"><u>Curiosity Corner:</u> Winter, Chinese New Year – Year of the Snake</p>		<p data-bbox="1576 724 1823 751">Parents session linked to Bees and fair trade</p>			
Immersion/ Cultural Capital	<p data-bbox="600 724 703 751">Autumn</p> 		<p data-bbox="999 724 1088 751">Winter</p> 		<p data-bbox="1576 724 1666 751">Spring</p> 		<p data-bbox="1863 724 1975 751">Summer</p>  <p data-bbox="1863 952 2130 1235">Flags for different countries, globes, Atlas, World map jigsaw puzzle, suitcase with different items from around the world in it.</p> <p data-bbox="1863 1265 2130 1428">Suitcase with different items from around the world, with different clothes for different places eg. Hat, scarf for cold.</p>	
			<p data-bbox="999 341 1265 395">Other stories to be decided by the children.</p>					

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>Ready to go – leaving song</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	<p>Photo of different families, children to add photos/pictures/collages of their family. Different doll families, items and stories which promote diversity (including skin colours and disabilities)</p>		<p>Through a sensory experience, chn exploring different celebrations and festivals using their senses. Parents/carers invited to Christmas Craft and Sing-a-Long session.</p>	<p>Billy Goats Gruff – STEM activities The Giant visiting the nursery The Evil Pea visiting the nursery</p>	<p>Planting beans Vegetable tasting and cooking.</p>	<p>Making a wormery Making a snail house Nursery and Rhyme Room – Stay and Play outdoor activity day.</p>	<p>Sponsor a turtle – WWF – Linked to Somebody Swallowed Stanley Suitcase – with different items / books from around the world/animals from around the world. Globe.</p>

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
<p>Key Texts</p>	 <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>	 <p>Rhymes/songs: Incy Wincy Spider There's a worm at the bottom on the garden</p>	 <p>Rhymes/songs: Old McDonald had a farm Baa baa black sheep Wheels on the bus</p>
	<p>Autumn</p>  <p>Rhymes/songs: Dingle Dangle scarecrow, Twinkl Twinkl little star (night theme)</p>	<p>Winter</p>  <p>Rhymes/songs: Rain Rain go away</p>	<p>Spring</p>  <p>Rhymes/songs: Sleeping bunnies</p>	<p>Summer</p>  <p>Rhymes/songs:</p>		
<p>Immersion/ Cultural Capital</p>	<p>Pumpkin Party (End of half term).</p>	<p>Birthday celebration – with nursery</p> <p>Parents/carers invited to Christmas Craft and Sing-a-Long session.</p>		<p>Growing cress heads</p>	<p>Arrange visit – minibeasts to come to nursery.</p>	<p>Family picnic</p>

Communication & Language



Nursery: Two Year Olds

Nursery: 3-4 Year Olds

Reception: 4-5 Year Olds



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. Talk about things that are happening now (present day).</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>


	<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>	<p>Listening, Attention and understanding</p>					
	<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.</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</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</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.</p>	

	Begin to develop more complex storylines in pretend play with peers.			has been said – who, where?	understanding of what has been said – when and how?	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>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.</p>						
<p>Personal, Social and Emotional Development</p>  <p>Nursery: Two Year Olds Nursery: 3-4 Year Olds Reception: 4-5 Year Olds</p>	<p>Self-Regulation</p>					
Begin to see self as a separate person.	Start to show a range of emotions.	Start to understand why they are feeling the emotion they are feeling.	Start to control their emotions in certain situations, with support.	Begin to take notice of other people's emotions.	Talk about emotions during play and when listening to stories.	
Express a range of emotions. Safely explore emotions through play and stories.	Manage transition from parent to key person. Talk about their feelings.	Be increasingly able to talk about and manage their emotions. Begin to understand gradually how others might be feeling.	Talk and manage their emotions. Begin to show more confidence in new situations	Increasingly able to moderate their feelings. Show an awareness of basic routines and boundaries.	Talk about their feelings and the feelings of others.	
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).	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.	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).	Begin to understand the feelings of others. Talk about what is right and wrong.	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 when engaged in activity. Show an ability to follow instructions involving several ideas or actions.	Wait for what they want and control their immediate impulses when working to a simple goal, when appropriate.	
<p>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.</p>						

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 with other children, with support.	Develop friendships and bonds with other children and familiar adults in the setting (key person and other staff).	Able to separate confidently from parent/ carer, when supported by their key person.	Play with increasing confidence on their own and with other children 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>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>						
<p>Physical Development</p>  <p>Nursery: Two Year Olds Nursery: 3-4 Year Olds Reception: 4-5 Year Olds</p>	<p>Gross Motor Skills</p> 					
	Walk with some control. Use push along wheeled vehicles.	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.	Walk, run, jump, and climb with more control. With support walk up and down steps.	Sit on a push-along wheeled toy, use a scooter, or ride a tricycle. Climb confidently. Enjoy starting to kick, throw and catch balls.	Begin to build with a range of resources. Start to walk up and down steps with some independence.	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.
	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.	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.	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.	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.	Climb up apparatus using alternate feet. Collaborate with others to manage large items, such as moving a long plank safely, Carry large hollow blocks.	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>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. Move safely and with awareness of others.</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>
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<p>Nursery: Two Year Olds Nursery: 3-4 Year Olds Reception: 4-5 Year Olds</p>	<p>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.</p>					
	<p>Fine Motor Skills</p>					
						
	<p>Explore and begin to manipulate materials.</p>	<p>Explore using a range of tools to manipulate materials.</p>	<p>Explore a range of tools to make marks.</p>	<p>Explore different ways of making marks with a range of tools and resources.</p>	<p>Begin to develop and use different grips.</p>	<p>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>Develop manipulation and control. Explore different tools. Start eating independently and learn how to use a knife and fork.</p>	<p>Use two hands to open and close scissors. Clump dough together.</p>	<p>Show preference for dominant hand. Use a comfortable grip. Chop scraps of paper into smaller bits. Squish and poke dough.</p>	<p>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</p>	<p>Manipulate and control scissors with increasing control. Begin to use a range of tools competently.</p>	<p>Develop small motor skills to use a range of tools confidently. Begin to develop 4 finger grips.</p>	

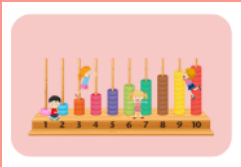
				holding pencil and crayons.	Squash, pinch and squeeze dough in hands.	
	Use cutlery and other one-handed equipment. Use scissors using a thumb and four fingers, making straight cuts. Continue to show increasing control with dominant hand. Show good pencil grip - 4 finger grip moving towards 3 finger 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.
	<p>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>					
<p>Literacy – Writing</p> 	PD – FM Explore and begin to manipulate materials.	PD - FM Explore using a range of tools to manipulate materials.	PD - FM Explore a range of tools to make marks.	PD - FM Explore different ways of making marks with a range of tools and resources.	PD – FM Begin to develop and use different grips.	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>Nursery: Two Year Olds Nursery: 3-4 Year Olds Reception: 4-5 Year Olds</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>Form some lower-case letters. Use initial sounds. Talk about what they have written. Write labels using initial and end sounds. Say a complete sentence orally. Write their name with recognisable letters.</p>	<p>Write their name correctly. Spell CVC words with an increasing number of phase 2 sounds. Spell some sight words (is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be). Write a label. Start to write simple captions. Form some capital letters correctly.</p>	<p>Spell phonetically plausible words. Spell CVC words with an increasing number of phase 3 sounds. Write captions. Read sentences back to an adult.</p>	<p>Spell phonetically plausible words. Spell CVC words with an increasing number of phase 3 sounds. Write captions. Read sentences back to an adult.</p>	<p>Spell CVCC/CCVC words that include phase 2 and 3 graphemes and make plausible phonetic attempts at longer words/ compound words. Write sentences that can be read by self and others.</p>	<p>Form most lower-case and some capital letters correctly with a strong tripod grip. Spell all tricky words (said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today). Re-read own writing to check it.</p>
<p>Early Learning Goals Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>						
<p>Literacy – Reading</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</p>

<p>Nursery: Two Year Olds</p> <p>Nursery: 3-4 Year Olds</p> <p>Reception: 4-5 Year Olds</p>						<p>another child, or to look at alone.</p> <p>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.</p> <p>Joins in with songs and rhymes, copying sounds, rhymes, tune and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Enjoy sharing books with adults.</p> <p>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.</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Enjoy sharing books with adults.</p> <p>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.</p> <p>Start to engage in conversation about stories.</p> <p>Notice some print, such as the letters in their name.</p> <p>Ask questions about a book.</p> <p>Begin to understand we read from left to right and top to bottom.</p>	<p>Sing songs and say rhymes independently.</p> <p>Engage in conversation about stories, beginning to learn new vocabulary.</p> <p>Develop play around their favourite stories using props.</p> <p>Begin to count or clap syllables in words.</p>	<p>Confidently sing songs and rhymes to adults.</p> <p>Demonstrate understanding of what has been read.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Spot words with the same initial sound.</p> <p>Use some vocabulary from books in their play.</p>	<p>Re-read to make sure what they have read makes sense.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>
	<p>Begin to repeat words and phrases from familiar stories, songs and rhymes.</p> <p>Beginning to understand that words have meaning.</p> <p>Recognise my name.</p> <p>Distinguish between different sounds (environmental and musical sounds).</p>	<p>Retell key events in stories.</p> <p>Start to recall facts from non-fiction.</p> <p>Enjoy sharing books with an adult or a friend.</p> <p>Say what has happened in stories so far.</p>	<p>Say what might happen next in stories.</p> <p>Say if they liked a story and why.</p>	<p>Describe key events in stories in detail.</p> <p>Recall facts from non-fiction.</p> <p>Answer questions about key events and characters in stories.</p>	<p>Retell simple stories.</p> <p>Say what might happen next in stories, giving reasons.</p> <p>Answer questions about key events and characters in the story.</p> <p>Anticipate key events in stories</p>	<p>Recall facts from a range of information sources.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, during role play.</p>
<p>Refer to each school's individual scheme for progression detail in phonics/ reading (e.g. Little Wandle, Bug Club, Twinkl, Read, Write, Inc, etc.)</p>						
<p>Early Learning Goals</p> <p>Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>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>						

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.

Mathematics



Nursery: Two

Year Olds

Nursery: 3-4

Year Olds

Reception: 4-5

Year Olds

Number & Numerical pattern

<p>Show counting like behaviour e.g., making sounds, pointing, etc.</p>	<p>Start to use number names alongside the counting behaviour (out of sequence or skipping numbers).</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. Enjoy taking part in finger rhymes (particularly where the number of objects changes) Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p>
<p><u>Mastering Number</u> Match number shapes.</p>	<p><u>Mastering Number</u> Count 1,2 say one number for each item. Match numerals. Subitise dice patterns. Link numeral to amounts. Link numeral and amounts.</p>	<p><u>Mastering Number</u> Subitise 3. Count and subitise 3. Numeral 3. Composition of 3. Counting, composition of 4. Numeral 4. Counting, composition of 5 and numeral 5.</p>	<p><u>Mastering Number</u> Consolidation – subitising, counting, numerals. Counting 6 – ten frame.</p>	<p><u>Mastering Number</u> Comparing groups. More than and fewer than.</p>	<p><u>Mastering Number</u> Composition of 3,4. What comes after/before?. Numbers to 5. Consolidation – more of fewer.</p>
<p><u>White Rose</u> Match objects. Match pictures and objects. Identify a set. Sort objects to a type.</p>	<p><u>White Rose</u> Find 1, 2, 3. Subitise 1, 2, 3. Represent 1, 2, 3. 1 more, 1 less. composition of 1, 2, 3. Find 4, 5. Subitise 4, 5. Represent 4, 5. 1 more, 1 less. Composition of 4, 5. Composition of 1-5.</p>	<p><u>White Rose</u> Introduce zero. Find 0 to 5. Subitise 0 to 5. Represent 0 to 5. 1 more, 1 less. Composition. Conceptual subitising to 5. Find 6, 7, 8. Represent 6, 7, 8. 1 more, 1 less. Composition of 6, 7, 8.</p>	<p><u>White Rose</u> Find 9, 10. Compare numbers to 10. Represent 9, 10. Conceptual subitising to 10. 1 more, 1 less. Composition to 10. Bonds to 10 (2 parts). Make arrangements to 10. Bonds to 10 (3 parts). Doubles to 10 (find a double). Doubles to 10 (make a double). Explore odd and even.</p>	<p><u>White Rose</u> Build numbers beyond 10 (10-13). Continue patterns beyond 10 (10-13). Build numbers beyond 10 (14-20). Continue patterns beyond 10 (14-20). Verbal counting beyond 20. Verbal counting patterns. Add more. How many did I add? Take away. How many did I take away?</p>	<p><u>White Rose</u> Explore sharing, sharing. Explore grouping - grouping. Even and odd sharing. Play with and build doubles. Deepen understanding.</p>

Early Learning Goals
Number
 Have a deep understanding of number to 10, including the composition of each number.
 Subitise (recognise quantities without counting) up to 5.
 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns
 Verbally count beyond 20, recognising the pattern of the counting system.
 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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).
<u>White Rose</u> Use everyday ways to compare size, length, weight, capacity. Notice and identify everyday patterns. Explore a variety of 2D shapes in play.	<u>White Rose</u> Use specific techniques to accurately compare size, length, weight, capacity. Explore a variety of 3D shapes in play. Match and sort in play. Use language of size and shapes in play. Talk about everyday patterns using informal language.	<u>White Rose</u> Talk about 2D shapes in play using informal and mathematical language. Sort by colour. Make patterns using everyday objects and materials.	<u>White Rose</u> Talk about 3D shapes in play using informal and mathematical language. Describe a familiar route. Continue ABAB patterns.	<u>White Rose</u> Compare objects by size, length, weight. Talk about what is the same and different between 2D and 3D shapes. Recall unknown routes including order. Create ABAB patterns. Begin to describe a sequence of real events.	<u>White Rose</u> Compare objects by size, length, weight. Talk about what is the same and different between 2D and 3D shapes. Recall unknown routes including order. Create ABAB patterns. Begin to describe a sequence of real events.
<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.	<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.

				Identify more complex patterns. Copy and continue patterns. Patterns in the environment.		Patterns and relationships.
<p>Understanding the World</p>  <p>Planned Vocabulary and skills to revisit</p> <p><u>Past and present</u></p> <p>Nursery: Two Year Olds</p> <p>Nursery: 3-4 Year Olds</p> <p>Reception: 4-5 Year Olds</p>	Recognise and name members of their family. Make connections between the features of their family and other families.					
	Begin to make sense of their own life-story and family's history. Show interest in different occupations within their families and the community.				Begin to make sense of their own life-story and family's history.	
	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.		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.
	past, long ago, now, today, yesterday, day year, tomorrow, lifetime, future, local, old, new before, after		long ago, museum, photograph			
	<p>Early Learning Goal</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>					
<p><u>People and Communities</u></p> <p>Nursery: Two Year Olds</p>	Ongoing – Celebrations (see page 1 for half termly links)					
	Notice differences between people.	Notice differences between people.	Notice differences between people.	Notice differences between people.	Notice differences between people.	Notice differences between people. Discuss experiences of visiting different places e.g. trips to the seaside.

<p>Nursery: 3-4 Year Olds Reception: 4-5 Year Olds</p> <p><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></p>	Continue to develop positive attitudes about the differences between people.	Continue to develop positive attitudes about the differences between people.	Continue to develop positive attitudes about the differences between people.	Continue to develop positive attitudes about the differences between people.	Continue to develop positive attitudes about the differences between people.	Continue to develop positive attitudes about the differences between people.
	Recognise that people have different beliefs and celebrate special times in different ways.	Recognise that people have different beliefs and celebrate special times in different ways.	Recognise that people have different beliefs and celebrate special times in different ways.	Recognise that people have different beliefs and celebrate special times in different ways.	Recognise that people have different beliefs and celebrate special times in different ways.	Recognise that people have different beliefs and celebrate special times in different ways.
	Understand that some places are special to members of their community.	Understand that some places are special to members of their community.	Understand that some places are special to members of their community.	Understand that some places are special to members of their community.	Understand that some places are special to members of their community.	Understand that some places are special to members of their community. 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?</p>	<p>Derbyshire Agreed Syllabus F2 Which people are special and why?</p>	<p>Derbyshire Agreed Syllabus F3 What places are special and why?</p>	<p>Derbyshire Agreed Syllabus F4 What times are special and why?</p>	<p>Derbyshire Agreed Syllabus F5 Being Special: Where do we belong?</p>	<p>Derbyshire Agreed Syllabus What is special about our world and why?</p>
school, church, shop	day, night, journey, farm	forest			map, bridge, river, hill, mountain, tunnel, beach weather, hot, cold, roundabout	
<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</p> <p>Nursery: Two Year Olds Nursery: 3-4</p>	Ongoing - Seasonal Changes (cover in the correct term for the seasons)					
	Explore natural materials, indoors and outside.	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.	Explore natural materials, indoors and outside. Explore materials with different properties. Explore and respond to different natural phenomena in their setting and on trips.	Plant seeds and care for growing plants.	Explore and respond to different natural phenomena in their setting. (minibeasts)	Explore and respond to different natural phenomena in their setting.

Year Olds Reception: 4-5 Year Olds	Use all their senses in hands-on exploration of natural materials.	Explore how things work. Explore and talk about different forces they can feel. Talk about what they see, using a wide vocabulary.	Explore collections of materials with similar and/ or different properties. Talk about the differences between materials and changes they notice. Talk about what they see, using a wide vocabulary.	Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.	Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. (minibeasts)	Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see, using a wide vocabulary.
	Explore the natural world around them. Describe what they see, hear, and feel whilst outside.	Explore and talk about different forces they can feel. 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 (autumn). Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Talk about the differences between materials and changes they notice. 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 (winter). 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). Describe what they see, hear and feel whilst outside.	Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them (spring). 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.
	body, head, leg, arm, hands animals, run, climb, senses, see, hear, smell, touch, taste Seasons, autumn, winter, spring, summer, hot, cold, warm, change, sun, rain, snow, wind	hard, soft, rough, smooth, squidgy, bumpy, stretchy	plastic, wood, fabric, metal, brick, rock, glass, paper, material	under, next to, within, beside, on top of 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



Creating with Materials

Nursery: Two Year Olds

Nursery: 3-4 Year Olds

Reception: 4-5 Year Olds

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. Hold a paintbrush in the palm of hand.	Explore printing with body parts to create artwork. Hold printing materials in the palm of the hand.	Express ideas and feelings through making marks, and sometimes give a meaning to the marks made. Make marks by drawing circles and lines.	Begin to explore different materials to create artwork. Join using different glues.	Begin to explore dough/clay to create artwork. Make marks in dough/ clay.	Explore different fabrics with the support of a grown up.
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.
Use good control to correctly hold and paint carefully in the lines. Independently select additional tools to add details and improvements to pictures, e.g., stamps and rollers. Mix and match to a specific colour or shade needed. Colour match by altering the tint or shade. Create warm and cold colours.	Print clear representations to create full pictures, without any support and add details. Think about the full composition of the picture and use the space.	Draw with detail including finer details such as fingers, ears, hair styles or items onto features. Draw from observation by making a careful study and then including features and details in the pictures. Draw more detailed artworks eg portraits, imaginative worlds, landscapes, cityscapes, buildings, objects.	Use an improved vocabulary to explain and describe the range of textures being used, e.g. flexible or rigid. Makes collages/mosaics adding details with a wide range of textures and describe these. Join ideas in a variety of ways using techniques such as tabs, ties, slots.	Make something with clear intentions from start to finish. Use a variety of techniques, shapes and shapes to sculpt, 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. Join items using hot glue guns.	Sort threads and fabric and talk about colour and texture. Identify and talk about textiles in the environment. Use an improved vocabulary to explain and describe the range of textures used e.g. flexible, rigid. Make pictures using fabrics. Thread and weave through a simple loom e.g. orange netting, garden netting, fencing, sequin mesh. Print on fabric.

	<p>Paint with detail including finer details such as fingers, ears, hair styles or items onto features. Paint from observation by making a careful study and then include features and details in the pictures.</p>				Join items using hammers and nails.	
	<p>Early Learning Goals Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>					
<p>Expressive Arts and Design:</p>  <p>Being Imaginative and Expressive</p> <p>Nursery: Two Year Olds Nursery: 3-4 Year Olds Reception: 4-5 Year Olds</p>	<p>Explore sounds with their voice. Begin to move to different sounds. Enjoy imaginative activities supported by an adult e.g. role play, small world, etc.</p>	<p>Explore making different sounds in the environment e.g. banging a stick against a tree. Begin to use imagination and create different artwork/ music/ role play.</p>	<p>Use imagination and create different artwork/ music/ role play.</p>	<p>Begin to talk about their artwork and creations.</p>	<p>Enjoy and take part in action songs, e.g. Twinkle, Twinkle Little Star'. Begin to explore a range of music making resources.</p>	<p>Enjoy joining in with songs, rhymes, and music. Explore different sounds e.g. clapping, using instruments. Take part in pretend play.</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 and dances to an audience. Add own resources and constructions to small world play.</p>	<p>Explore sounds that can be made from percussion. Begin to develop more complex</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 match the pitch and follow the melody.</p>	<p>Invent, adapt and recount narratives and stories with their peers and their teacher. Sing in tune and keep to the beat.</p>	<p>Perform songs, rhymes, poems and stories with others. Show some control in using singing voice to create changes in dynamics, tempo, or pitch.</p>	<p>Take part in group role play to retell a known story. Perform songs, rhymes, poems 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. Compose, adapt, and play own composition/ tune using simple symbols, pictures or patterns.</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.