

Osmotherley EYFS Progression Document 2022-23

	Respect	Empathy	Resilience
	Autumn Term	Spring Term	Summer Term
Lines of enquiry	Power and Governance - Who makes the rules?	Peace and Conflict	Interdependence and Globalisation
Repeated reads (Core texts)	All are welcome, The colour monster, Ruby's Worry, Ravi's Roar, The Smeds and the Smoos, We are family. Room on the Broom, The Tiger who came to tea, Our class is a family, Little Glow, The Queen's Knickers, Snowball, Stickman. Additional texts following children's interests - Pirate mums, Lost and found.	The tiger who lost his smile, Super Daisy, Supertato, There's a Superhero in your book, The Three Little Pigs, Goldilocks and the Three Bears, Jack and beanstalk. Non-fiction book - Spring Additional texts following children's interests - Dinosaur Department Store, Pink is for Boys, What the ladybird heard.	Dear Greenpeace, Clean Up, Little Turtle and the Sea, Handa's Surprise, We're going on a bear hunt, Rosie's Walk, Mr Gumpy's Outing, Oliver's vegetables, Tadpole's promise. Non-fiction book - rainforests, Mary Anning. Additional texts following children's interests - the lonely giraffe, The Queen's Hat, Mary Anning.
Culture and communities	Where do we belong? Which times are special and why?	Which people are special and why? Which stories are special and why?	Which places are special and why? What is special about our world?
Celebrations / local events	Harvest, Remembrance day, Diwali, Christmas, Halloween, Bonfire night, Panto.	Shrove Tuesday, Valentines Day, Mother's Day, Easter, Ramadam.	Village games / Osmotherley show / sports day/ Leavers Service.
Historical links	What was life like for our grandparents? How have I changed since I was a baby? What is a royal family?	What does a real life superhero look like? Amy Johnson, Fire, police, nurse etc.	Why do we remember Mary Anning?
Geographical links	Where do we live? Where do we go to school?		What's out there in the world and how is it different to where we live?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Com m m u n i c a t i o n a n d L a n g u a g e	<p><u>Listening, Attention and Understanding</u> Children will listen carefully to a story.</p> <p>Children will express ideas using present tense.</p> <p>Children will answer what questions.</p> <p><u>Speaking</u> Children will learn and use vocabulary linked to their repeated reads and the theme 'All about me!' including special, belong, similar and different.</p> <p>Children will develop their social phrases 'Good morning.'</p>	<p><u>Listening, Attention and Understanding</u> Children will join in with repeated refrains in a story.</p> <p>Children will express ideas using present tense.</p> <p>Children will ask what questions. Children will answer who questions.</p> <p><u>Speaking</u> Children will learn and use vocabulary linked to their repeated reads and theme 'All about me' including change, past, Diwali, Halloween, Christmas.</p> <p>Children will develop their social phrases 'Please can I have that.'</p>	<p><u>Listening, Attention and Understanding</u> Children will talk about key events in a story.</p> <p>Children will express ideas using past tense.</p> <p>Children will listen to non-fiction books.</p> <p>Children will ask who questions. Children will answer where questions.</p> <p><u>Speaking</u> Children will learn and use vocabulary linked to their theme 'Real life superheroes' including past, help, trust.</p> <p>Children will express ideas using past and present tense.</p> <p>Children will develop their social phrases 'How are you feeling?'</p>	<p><u>Listening, Attention and Understanding</u> Children will identify the main characters in the story and talk about their feelings. Children will express ideas using past tense.</p> <p>Children will listen to and talk about non-fiction books.</p> <p>Children will ask where questions. Children will answer when questions.</p> <p><u>Speaking</u> Children will learn and use vocabulary linked to their theme 'Real life superheroes' including transport, engineer, Easter.</p> <p>Children will develop their social phrases 'Please can I play?'</p>	<p><u>Listening, Attention and Understanding</u> Children will link events in a story to their own experiences. Children will express ideas using past and present tense.</p> <p>Children will engage with non-fiction books.</p> <p>Children will ask when questions. Children will answer why questions.</p> <p><u>Speaking</u> Children will learn and use vocabulary linked to their theme 'What on Earth is going on?' including recycling, environment, protect, waste, Ramadan, nocturnal, hibernate, hot country, cold country, fossils.</p> <p>Children will develop their social phrases 'Do you need help?'</p>	<p><u>Listening, Attention and Understanding</u> Children will retell a story.</p> <p>Children will express ideas using past and present tense.</p> <p>Children will use a non-fiction book to find out more about an interest.</p> <p>Children will ask why questions.</p> <p><u>Speaking</u> Children will learn and use vocabulary linked to their theme 'What on Earth is going on?' including marine life, endangered, rainforests, feelings.</p> <p>Children will express ideas using past and present tense.</p>
	<p style="text-align: center;"><u>Early Learning Goals</u></p> <p><u>Listening, Attention and Understanding:</u> 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><u>Speaking:</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, 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>					

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Personal, Social and Emotional Development	<p>Emotions Children will know how to identify their feelings, using books such as ‘The Colour Monster’ to support understanding.</p> <p>Sense of Self Children will see themselves as unique by sharing their hobbies and interests.</p> <p>Relationships Children will know how to be helpful by taking on jobs such as tidying up. (Also covered in Forest School.)</p>	<p>Emotions Children will know how to express their feelings through the feelings board and through check-ins. Use book ‘The Worry Monster’ to support.</p> <p>Sense of Self Children will know how regular teeth brushing is important for their health. (Forest School.) Visit from dentist.</p> <p>Relationships Children will know how to listen to others with respect by looking at them.</p>	<p>Emotions Children will know how to make the right choice and the consequences of not doing so.</p> <p>Sense of Self Children will know how healthy eating is important for their health. (Forest School.)</p> <p>Relationships Children will follow rules to play simple team games. (PE, Forest school.)</p>	<p>Emotions Children will know the effects of their behaviour on others.</p> <p>Sense of Self Children will know how regular exercise is important for their health.</p> <p>Relationships Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p>Emotions Children will know to use the calm corner when they are feeling upset/angry to moderate own feelings. Use book ‘Ravi’s Roar’.</p> <p>Sense of Self Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p>Relationships Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p>Emotions Children will know how to persevere to overcome challenges, using books such as ‘Ruby’s Worry’ and in Forest school.</p> <p>Sense of Self Children will know about the importance of a good sleep routine for their health.</p> <p>Relationships Children will know how to resolve a problem by talking it through with a friend or adult.</p>
	<p>Early Learning Goals</p> <p>Self-Regulation: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p>Managing Self: 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.</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.</p>					

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Physical Skills	<p>Gross Motor Children will know how to jump forward from two feet.</p> <p>Children will negotiate space in the Acorns garden.</p>	<p>Gross Motor Children will know how to ride a balance bike.</p> <p>Children will negotiate space in forest school over uneven ground and avoiding trip hazards.</p>	<p>Gross Motor Children will know how to hop.</p> <p>Children will know how to negotiate space when running on the main playground with KS1&2.</p>	<p>Gross Motor Children will know how to kick and pass different sized balls.</p> <p>Children will negotiate space when scrambling up and down a bank in forest school.*</p>	<p>Gross Motor Children will know how to throw and catch different sized balls.</p> <p>Children will negotiate space on an uneven river bed in forest school.</p>	<p>Gross Motor Children will know how to bat and aim using different sized balls.</p> <p>Children will know how to skip.</p>

e v e l o p m e n t	<p>Fine Motor Children will know how to thread beads onto a string.</p> <p>Children will know the correct pencil grip and posture for writing.</p> <p>Children will know how to correctly form the letters in their names.</p>	<p>Children will climb over and sit on low branches at Forest School.</p> <p>Fine Motor Children will know how to use spring action scissors to make snips in paper.</p> <p>Children will know how to do up and undo a zip on a coat.</p> <p>Children will know how to correctly form the long legged giraffe and one armed robot letters - l, t, y, u, j, i, r, n, m, p, h, b.</p>	<p>Children will climb and stand up on low branches at forest school.*</p> <p>Fine Motor Children will know how to use spring action scissors to cut a piece off a piece of paper.</p> <p>Children will know how to use a knife and fork.</p> <p>Children will know how to correctly form the curly caterpillar letters. a, o, c, d, g, e, f, q, s.</p>	<p>Children will know how to link movements to music.</p> <p>Fine Motor Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will know how to do up and undo buttons.</p> <p>Children will know how to correctly form the zig-zag monster letters. k, v, w, x, z.</p>	<p>Children will climb up to adult head height at Forest school.*</p> <p>Children will know how to copy basic dance movements.</p> <p>Fine Motor Children will know how to use two-hole scissors to cut along lines.</p> <p>Children will know how to use a potato peeler to whittle a stick in Forest School.*</p> <p>Children will know how to correctly form capital letters.</p>	<p>Children will know how to be a safe pedestrian and why this is important.</p> <p>Fine Motor Children will know how to use two-hole scissors to cut around a shape.</p> <p>Children will know how to write letters on a line with some consistency in size.</p>
	<p>Early Learning Goals</p> <p>Gross Motor: 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: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>					

*In forest schools children are encouraged to progress at their own pace and activities such as climbing, paddling and whittling are only completed when a child feels ready and chooses to.

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L i t e r	<p>Comprehension Children will talk about their likes and dislikes regarding repeated reads they have listened to.</p>	<p>Comprehension Children will describe characters in repeated reads they have listened to. Children will identify rhyming words in books.</p>	<p>Comprehension Children will talk about new vocabulary they have heard in books and ask for meanings.</p>	<p>Comprehension Children will use new vocabulary from repeated reads when role playing or retelling stories in their own words.</p>	<p>Comprehension Children will use key phrases from repeated reads when retelling stories in play.</p>	<p>Comprehension Children will have favourite stories and be able to talk about why they like them.</p>

a c y	<p>Children will learn simple poems from the poetry basket.</p> <p>Word Reading Children will recognise and say the sounds s,a,t,p,l,n, m,d,g,o,c,k,ck,e,u,r,h,b,f,l.</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will read tricky words: is, l, the.</p> <p>Writing Children will know how to write their name.</p>	<p>Children will learn simple poems from the poetry basket.</p> <p>Word Reading Children will recognise and say the sounds ff,ll,ss,j,v, w,x,y,z,zz,qu,ch, sh,th,nk,</p> <p>Children will sound talk and blend CVC words.</p> <p>Children will read tricky words: go, she, of, the, has.</p> <p>Writing Children will know how to segment and write 3 letter CVC words.</p>	<p>Children will anticipate key events in stories.</p> <p>Children will learn simple poems from the poetry basket.</p> <p>Word Reading Children will recognise and say the sounds ai, ee, igh, oa, oo (short), oo (long), ar, or.</p> <p>Children will read CVC words fluently.</p> <p>Children will sound talk and blend words with known digraphs.</p> <p>Children will read tricky words: was, you, by, they, are.</p> <p>Writing Children will know how to write the tricky words l, is, the. Children will know how to write a short statement with finger spaces including phase 2 graphemes. e.g “a big cat”</p>	<p>Children will learn simple poems from the poetry basket.</p> <p>Word Reading Children will recognise and say the sounds ur, ow, oi, ear, air, er.</p> <p>Children will sound talk and blend words with known digraphs.</p> <p>Children will read tricky words: be, into, my, sure, all.</p> <p>Writing Children will know how to write words containing digraphs.</p> <p>Children will know how to write the tricky words: as, and, has, his, her, go, no, to, into, she, he, of ,we, me, be.</p>	<p>Children will learn simple poems from the poetry basket.</p> <p>Word Reading Children will read words containing digraphs fluently.</p> <p>Children will read tricky words: some, said, have, like, were.</p> <p>Writing Children will know how to write a short sentence with finger spaces and using phase 3 digraphs.</p> <p>Children will know how to correctly form capital letters.</p> <p>Children will know how to write the tricky words: was, you, they, my, are.</p>	<p>Children will use non-fiction texts to find out information about an interest.</p> <p>Children will learn simple poems from the poetry basket.</p> <p>Word Reading Children will read tricky words: do, there, says, little, what, out, today, here, one, so.</p> <p>Writing Children will know how to read what they have written to check it makes sense.</p> <p>Children will know how to write letters on a line with some consistency in size.</p> <p>Children will know how to write a short sentence with finger spaces and using phase 3 digraphs and known tricky words.</p>
<p style="text-align: center;">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, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>						

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M a t h e m a t i c s	<p>Number Children will represent, compose and compare numbers to 3.</p> <p>Children will verbally count to 10.</p> <p>Numerical Patterns Children will match, sort and compare amounts.</p> <p>Measure, shape and spatial thinking Children will compare size, mass and capacity.</p> <p>Children will identify triangles and circles.</p> <p>Children will copy and create AB patterns.</p>	<p>Number Children will represent, compose and compare numbers to 5.</p> <p>Children will identify one more and one less within 5.</p> <p>Children will subitise to 3.</p> <p>Numerical Patterns Children will use 'more' and 'less' to compare amounts.</p> <p>Measure, shape and spatial thinking Children will use positional language including under, over, around and through. (Rosie's Walk.)</p> <p>Children will use every language related to time and routines of the day.</p> <p>Children will identify squares and rectangles.</p>	<p>Number Children will represent, compose and compare numbers to 8.</p> <p>Children will know number bonds to 4.</p> <p>Children will identify 0.</p> <p>Children will verbally count to 20.</p> <p>Numerical Patterns Children will make pairs.</p> <p>Measure, shape and spatial thinking Children will explore length, height and time.</p>	<p>Number Children will represent, compose and compare numbers to 10.</p> <p>Children will know number bonds to 5.</p> <p>Children will subitise to 5.</p> <p>Numerical Patterns Children will combine 2 groups.</p> <p>Measure, shape and spatial thinking Children will compare mass and capacity.</p> <p>Children will copy and create ABB/AAB repeated patterns.</p>	<p>Number Children will know number bonds to 10.</p> <p>Children will count forwards and backwards within 10.</p> <p>Children will double within 10.</p> <p>Numerical Patterns Children will equally share into two groups.</p> <p>Children will identify even and odd numbers up to 10.</p> <p>Measure, shape and spatial thinking Children will identify a cube and sphere.</p> <p>Children will match patterns.</p>	<p>Number Children will add more and take away within 20.</p> <p>Children will subitise to 10 (using a ten frame or numicon.)</p> <p>Children will verbally count beyond 20.</p> <p>Numerical Patterns Children will build and identify numbers to 20.</p> <p>Children will decompose numbers within 10.</p> <p>Measure, shape and spatial thinking Children will identify a cylinder and a cone.</p> <p>Children will copy and create ABC/ABC repeated patterns.</p>
<p style="text-align: center;">Early Learning Goals</p> <p>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.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>						

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U n d e r s t a n d i n g t h e W o r l d	H i s t o r y	<p>Past and Present Children will name and describe their immediate family and people who are familiar to them.</p> <p>Children will talk to family members about the past.</p>	<p>Past and Present Children will know what a royal family is.</p> <p>Children will compare Queen Elizabeth II and King Charles III.</p>	<p>Past and Present Children will compare and contrast characters from stories including from the past.</p> <p>Aeroplanes - 'Little Wings' book (Amy Johnson.) - Year A</p> <p>Children will talk about why we remember Florence Nightingale - Year B.</p>	<p>Past and Present Children will talk about why we remember Florence Nightingale - Year B.</p>	<p>Past and Present Children will know why Captain Cook was important. (Year B)</p>	<p>Past and Present Children will compare and contrast characters from stories including figures from the past.</p> <p>- Mary Anning, fossils (Year A) - Andy's dinosaur adventures (compare)</p>
	G e o g r a p h y	<p>People, Cultures and Communities Children will know where they live and where they go to school.</p> <p>Children will explore Osmotherley and the school grounds.</p> <p>Children will create messy maps using loose parts.</p>	<p>People, Cultures and Communities Children will explore the words manmade and natural.</p> <p>Children will look at different maps and draw information from them.</p> <p>Children will know that Osmotherley is in England.</p>	<p>People, Cultures and Communities Children will know that people familiar to them have a special role in society.</p>	<p>People, Cultures and Communities Children will know that some things in the local area have changed in recent years (The top shop) by looking at images.</p>	<p>People, Cultures and Communities Children will learn about hot and cold places around the world.</p> <p>Children will look at maps, stories and pictures of different places around the world.</p>	<p>People, Cultures and Communities Children will compare how some countries are different to where we live and some are similar.</p> <p>Children will draw simple maps.</p>
	S c i e n c e	<p>The natural world Children will name some common pets. Children will name their basic body parts and animal's body parts.</p> <p>Children will know about healthy food choices.</p> <p>Children will know why it is important to keep teeth clean.</p>	<p>The natural world Children will understand important processes including states of matter. (Melting and solidifying chocolate.) Name some materials which are solids or liquids. Say melting is when ice changes to water. Say freezing is when water changes to ice.</p> <p>Children will explore natural processes of floating and sinking.</p>	<p>The natural world Children will know if you block light you make shadows and that light can travel through transparent materials.</p> <p>Children will know which objects are made from plastic and which are made from metal.</p> <p>Children will know magnets are attracted (stick) to some metals and each other.</p> <p>Children will know the changes that occur in the natural world in Winter.</p>	<p>The natural world Children will make observations of changes in animals (tadpoles) and plants (in Forest school.)</p> <p>Children will know the life cycle of a butterfly.</p> <p>Children will know the lifecycle of a frog. (Book - Tadpole's Promise)</p> <p>Children will know the changes that occur in the natural world in Spring.</p>	<p>The natural world Children will know that sound causes vibrations.</p> <p>Explore what they see, hear and feel when outside at Forest School.</p> <p>Children will know and name parts of plants (flower, toot leaf) and trees (branch, leaf.)</p>	<p>The natural world Children will make predictions and begin to explain what makes an objects float or sink.</p> <p>Children will know the changes that occur in the natural world in Summer.</p> <p>Explore what they see, hear and feel when outside at Forest School.</p>

	Explore what they see, hear and feel when outside at Forest School.	Children will know the changes that occur in the natural world in Autumn. Explore what they see, hear and feel when outside at Forest School.	Explore what they see, hear and feel when outside at Forest School.	Explore what they see, hear and feel when outside at Forest School.		
RE	<u>People, Cultures and Communities</u> Children will know how Christians and Muslims welcome a baby into the family.	<u>People, Cultures and Communities</u> Children will know the Christmas story. Children will know that light is important in many different celebrations including Diwali, Christmas, Ramadan and Hannukah. (Book – Little Glow).	<u>People, Cultures and Communities</u> Children will talk about people who are special to them. Children will know that Jesus is special to Christians and the Prophet Mohammad is special to Muslims.	<u>People, Cultures and Communities</u> Children will listen to well known Bible stories including the Easter story.	<u>People, Cultures and Communities</u> Children will understand that some places are special to those in their local community.	<u>People, Cultures and Communities</u> Children will know that the world around them is special and will talk about how to look after it. Children will listen to the Christian story of creation.
Computing	Children will know how to use an i-pad to take photos.	Children will know that information can be found on the internet using the safe search engine Kiddle.	Children will know how to type their name on a keyboard. Children will know different devices that connect to the internet.	Children will know that a computer needs to be given instructions to work. Children will know how to operate a codapillar.	Children will know how to draw a picture on the i-pad on seesaw. Children will know to tell an adult if they see something they don't like when on an internet device.	Children will know how to take a photo of their learning, record an explanation and save it to their folder on seesaw.
<u>Early Learning Goals</u>						
<p><u>Past and Present</u> – 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 story telling.</p> <p><u>People, culture and communities</u> – 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 where appropriate maps.</p> <p><u>The natural world</u> – explore the natural world around them making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>						

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E x p r e s s i v e A r t s a n d D e s i g n	M u s i c	<p><u>Being Imaginative and Expressive</u> Children will know how to listen to and talk about music.</p> <p>Children will sing in a group, matching the pitch and following the melody – harvest / autumn</p>	<p><u>Being Imaginative and Expressive</u> Children will know how to play a range of instruments (glockenspiel, drum, tambourine) and copy simple rhythms.</p> <p>Children will sing in a group, matching the pitch and following the melody – Christmas play & Christmas songs. Children will learn and perform the poem – Cake-o-saurus</p>	<p><u>Being Imaginative and Expressive</u> Children will be able to tap own rhythms.</p> <p>Children will sing in a group, matching the pitch and following the melody.</p> <p>Children will learn and perform the poem – where am I?</p>	<p><u>Being Imaginative and Expressive</u> Children will make their own music using instruments.</p> <p>Children will sing in a group, matching the pitch and following the melody</p> <p>Children will learn and perform the poem – There’s a monster under your bed.</p>	<p><u>Being Imaginative and Expressive</u> Children will know how to keep a steady beat.</p> <p>Children will sing in a group, matching the pitch and following the melody</p> <p>Children will learn and perform the poem – Oh, oh the story man.</p>	<p><u>Being Imaginative and Expressive</u></p> <p>Children will sing in a group, matching the pitch and following the melody</p> <p>Children will learn and perform the poem – Zanzibar.</p>
	A r t a n d D e s i g n	<p><u>Creating with materials</u> Children will explore making marks with a range of media (paint, oil pastel, chalk, wax crayon, pencil, felt tip, mud) and talk about how to use them / what to make.</p> <p>Children will know how to use glue to stick two materials together.</p>	<p><u>Creating with materials</u> Children will know how to use different media to create a drawing of themselves or their home in the style of Wassily Kandinsky.</p> <p>Children will know how to use tape to join two pieces of paper or card.</p>	<p><u>Creating with materials</u> Children will know how to fold paper or card to create a join.</p> <p>Children will know how to mix primary colours to create secondary colours with poster paint and powder paint.</p>	<p><u>Creating with materials</u> Children will know how to make 2D collages.</p> <p>Children will know how to mould clay to make a solid creation.</p> <p>Children will know about Orla Keilly and explore printing patterns and creating designs.</p>	<p><u>Creating with materials</u> Children will know how to use natural materials and loose parts to create outdoor transient art and sculpture like Andy Goldsworthy.</p> <p>Children will know how to punch a hole and use treasury tags to join materials.</p>	<p><u>Creating with materials</u> Children will know how to make 3D models with junk / recycling to reuse.</p> <p>Children will know how to use a split pin to join materials.</p> <p>Children will know how to make different shades of the same colour.</p>

<p style="text-align: center;">I m a g i n a t i o n a n d S e l f E x p r e s s i o n</p>	<p><u>Being Imaginative and Expressive</u> Children will develop narratives with familiar resources.</p>	<p><u>Being Imaginative and Expressive</u> Children will use loose parts and open ended resources to create storylines and props alongside others.</p>	<p><u>Being Imaginative and Expressive</u> Children will make use of props and materials when role playing characters in narratives and stories.</p> <p>Watch and talk about dance and performance art – the pantomime.</p>	<p><u>Being Imaginative and Expressive</u> Children will know how to link movement to music.</p> <p>Children will develop their own storylines in their pretend play when supported by an adult.</p>	<p><u>Being Imaginative and Expressive</u> Children will copy a set of simple dance moves.</p> <p>Children will know how to develop their own storylines in their pretend play alongside other children.</p>	<p><u>Being Imaginative and Expressive</u> Children will know how to perform their own dances using steps they have learnt.</p>
<p style="text-align: center;">Early Learning Goals</p> <p><u>Creating with materials</u> – safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations explaining the processes that they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive</u> – 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>						