

	<b>Autumn 1</b> 6/09/23 to 27/10/23 8 Weeks	<b>Autumn 2</b> 6/11/23 to 22/12/23 7 Weeks	<b>Spring 1</b> 8/01/24 to 8/02/24 5 weeks	<b>Spring 2</b> 19/02/24 to 28/03/24 6 week	<b>Summer 1</b> 15/04/24 to 24/05/24 6 weeks	<b>Summer 2</b> 3/06/24 to 23/04/24 7 weeks and 2 days
<b>Events</b>	October- Black History Month  Recycle week 16 - 22 October	Diwali 10th - 14th November  Remembrance Day 11 November  Anti-Bullying week 13 <sup>th</sup> -17 November  December Advent Nativity	Children's mental Health Week 5th - 11th February  Shrove Tuesday Tue, 13 Feb 2024  Chinese New Year 10th - 28th February  Stand up to bullying 24th February  World Book Day Thu, 7 Mar 2024  Mother's Day Sun, 10 Mar 2024  British Science week 8th - 17th March  World Maths Day 23rd March 2024	Autism awareness Tue, 2 Apr 2024  St Patrick's Day 17 March 24  Holi - Festival of spring, love, and new life 24 - 25th March  World Earth Day Sat, 22 Apr 2023		World Ocean Day 8th June  Father's Day -Sun, 16 Jun 2024  World Music Day 21st June  Sports Day
<b>Trips ideas</b>			Parents and children's picnic	Conservation Park £3.80 per Child Adults for free	Warley Woods	Cannon Hill Park
<b>POR</b>	Marcus Pfisher	Penguins by National Geographic	Pigs might fly by Jonathon Emmett and Steve Cox	Jack and Jellybean Stalk by Racheal Mortimer	I want Iguana by Karen Kaufman Orloff	What we'll Build
<b>T4W text</b>	The Rainbow Fish By Marcus Pfisher	Dear Zoo	3 Little Pigs	Jack and the Beanstalk	The Hungry Caterpillar	Owl Babies
<b>Talk for writing weekly guide</b>	<b>W1.</b> Settling in <b>W2</b> Settling in <b>W3.</b> Read story and learn new vocabulary. (Teacher to scribe) <b>W4-</b> Create story map <b>W5-</b> Change the Octopus to another sea creature (shark/starfish) <b>W6</b> Rehearse new story <b>W7/W8</b> Retell their own alternative story (teacher to scribe, retelling their story using their story map)	<b>W1-</b> Read story and learn new vocabulary. (Teacher to scribe) <b>W2.</b> create story map. <b>W3-</b> Model how to change what animal was perfect <b>W4-</b> Rehearse new story <b>W5-</b> Retell their own alternative story (teacher to scribe)	<b>W1-</b> Read story and learn new vocabulary. (Teacher to scribe) <b>W2.</b> Teacher to create a story map using drawings. <b>Child activity:</b> children to draw/stick story map (differentiated). <b>W3-</b> Model how to change the Big Bad Wolf to another character e.g. big bad fox, <b>Child activity:</b> Stick a post it note on the part of the story that they are changing. Children to draw and practice their new story.  <b>W4- Hot Write</b> Retell their own alternative story using their story map. (Teacher to type up what the child says).	<b>W1-</b> Read story and learn new vocabulary. (Teacher to scribe)  <b>W2.</b> Teacher to create a story using drawings. <b>Child activity:</b> children to draw/stick story map (differentiated). <b>W3-</b> Model how to change what Jack took from the Giant. <b>Child activity:</b> Stick a post it note on the part of the story that they are changing. Children to draw and practice their new story.  <b>W4- Hot Write</b> Retell their own alternative story using their story map. (Teacher to type up what the child says).  <b>W5-</b> To verbalise a recount of what happened at the Conservation Park.	<b>W1-</b> Read story and learn new vocabulary. (Teacher to scribe) Children to draw fruits that the TVHC ate. <b>W2.</b> Teacher to create a story using drawings. <b>Child activity:</b> children to draw/stick story map (differentiated). <b>W3-</b> Model how to change one food that TVHC ate. <b>Child activity:</b> Stick a post it note on the part of the story that they are changing. Children to draw and practice their new story.  <b>W4- Hot Write</b> Retell their own alternative story (teacher to scribe).	<b>W1-</b> Read story and learn new vocabulary. (Teacher to scribe) <b>W2.</b> create story map. <b>W3-</b> Model how to change Owls to another animal e.g. bat, monkey, Koala. <b>Child activity:</b> Stick a post it note on the part of the story that they are changing. Children to draw and practice their new story.  <b>W4- Hot Write</b> Retell their own alternative story (teacher to scribe)  <b>W5</b> –Children to draw/write about what they are good at.

			W5-)	Children to sequence picture in time of events.	W5- To verbalise a recount of what they did at Warley Woods. Children to sequence picture in time of events.	W6- Transition Children to draw/write about what they like to do in Nursery.  W7- Transition To draw and write what they like in their new classroom.
Literacy	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>I know how to make marks, but do not always ascribe meaning to the marks.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>I know how to show interest in books and rhymes.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>I know how to make marks, but do not always ascribe meaning to the marks.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>I know how to possibly have favourite books or rhymes.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>I know how to sometimes give meaning to marks as I draw and paint.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>I know how to complete the missing word or phrase in a known story, game or rhyme – eg. Humpty Dumpty sat on a</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>I know how to distinguish between the different marks that I have made.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>I have some favourite stories, songs, rhymes or poems.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>I know how to tell an adult what I have drawn or painted.</li> <li>I know how to draw lines and circles in the air, on the floor or on large sheets of paper.</li> <li>I know how to use tools, with control, for mark making.</li> <li>I know how to copy shapes, letters and pictures.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>I know how to show an awareness that print carries meaning.</li> <li>I know how to listen to and join in with stories and poems, one to one and in small groups.</li> <li>I know how to join in with repeated refrains, anticipate key events and phrases in rhymes and stories.</li> <li>I know how to listen to stories with increased attention.</li> <li></li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>I know how to recognise a capital letter at the start of my name.</li> <li>I know how to identify sounds from my name in other words.</li> <li>I know how to grip using five fingers, or preferably with two fingers and thumb, for control.</li> <li>I know how to start to write identifiable shapes and letters.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>I know how to describe the main story settings, events and characters.</li> <li>I am beginning to be aware of the way stories are structured.</li> <li>I know how to recall events in stories.</li> <li>I know how to make a suggest how a story might end.</li> </ul>
	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>I know how to handle books and printed materials with interest.</li> </ul>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>I am beginning to notice when words have the start sound at the beginning.</li> <li>I know how to repeat words or phrases from familiar stories and rhymes.</li> </ul>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>I know that English is read left to right and top to bottom.</li> <li>I know how to hold books the correct way up and turn pages.</li> </ul>			

			<ul style="list-style-type: none"> <li>I have an awareness that signs and symbols in the environment have meaning.</li> </ul>		<ul style="list-style-type: none"> <li>I know how to recognise familiar words and signs – eg. own name, logos in adverts.</li> <li>I know how to show an interest in illustrations.</li> <li>I know how to show an interest in print in books and the environment.</li> <li>I know how to look at books independently.</li> </ul>	
<b>Phonics</b>	<p><b>Little Wandle Aut 1</b></p> <p>Sing what's in the bag, changing items in the bag weekly.</p> <p>Good morning song- children learn their peers' names and rhyming words name e.g. mark, bark.</p>	<p><b>Little Wandle Aut 1</b></p> <p>See Little Wandle Foundation planning. Weekly sound listed below.</p> <p>W1- s W2- a W3- t W4- p W5- i W6- n W7- review</p>	<p><b>Little Wandle Spring 1</b></p> <p>See Little Wandle Foundation planning. Weekly sound listed below.</p> <p>W1- m W2- d W3- g W4- o W5- c</p>	<p><b>Little Wandle Spring 1</b></p> <p>See Little Wandle Foundation planning. Weekly sound listed below.</p> <p>W1- k W2- e W3- u W4- r W5- h W6- b</p>	<p><b>Little Wandle Sum 1</b></p> <p>See Little Wandle Foundation planning. Weekly sound listed below.</p> <p>W1- f W2- l W3- j W4- v W5- w W6- y</p>	<p><b>Little Wandle Sum 2</b></p> <p>See Little Wandle Foundation planning. Weekly sound listed below.</p> <p>W1- z W2- q W3- ch W4- x W5- sh W6- th</p>
<b>Rhyme of the week</b>	<ol style="list-style-type: none"> <li>Good morning song</li> <li>Good morning song</li> <li>1,2,3,4, 5 once I caught a fish alive.</li> <li>A sailor went to sea.</li> <li>Baa, Baa, Black Sheep</li> <li>Down at the station</li> <li>Hey Diddle, Diddle</li> </ol>	<ol style="list-style-type: none"> <li>Hickory Dickory Dock</li> <li>Humpty Dumpty</li> <li>Jesus is born</li> <li>We must go to Bethlehem</li> <li>I have come with special news</li> <li>Walk, hop, jump, skip</li> <li>review</li> </ol>	<ol style="list-style-type: none"> <li>Miss Molly Had a Dolly</li> <li>One, Two, Buckle My Shoe</li> <li>Incy, Wincy Spider</li> <li>Jack and Jill</li> <li>Mary, Mary, Quite Contrary</li> </ol>	<ol style="list-style-type: none"> <li>Pat- a- Cake</li> <li>Ring- a- ring –a- Roses</li> <li>Twinkle, Twinkle Little Star</li> <li>5 Ducks alive</li> <li>6 green bottles</li> <li>5 currant buns</li> </ol>	<ol style="list-style-type: none"> <li>Row, Row, Row your boat</li> <li>The grand old Duke of York</li> <li>The Wheels on the bus</li> <li>Round and Round the Garden</li> <li>Wind the bobbin up</li> </ol>	<p><b>Review songs covered throughout the year</b></p>

<p><b>Maths</b></p> <p>*NOTE: This section is not in the expectations - there are no ELGs for this section</p>	<p><b>Autumn 1</b> <u>Number and Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>○ I have developed an awareness of number names through rhymes and songs.</li> <li>○ I have shown some understanding that things exist, even when out of sight.</li> </ul>	<p><b>Autumn 2</b> <u>Number and Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>○ I know how to relate my experience to numbers.</li> <li>○ I am beginning to organise and categorise objects.</li> <li>○ I know how to randomly say some counting words.</li> </ul>	<p><b>Spring 2</b> <u>Number and Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>○ I know how to select a small number of objects from a group when asked – eg. “Please give me 2”</li> <li>○ I know how to recite some number names in sequence.</li> <li>○ I know how to create and experiment with symbols and marks representing the idea of number.</li> <li>○ I know how to use some language of quantities – e.g. more, a lot.</li> </ul>	<p><b>Spring 2</b> <u>Number and Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>○ I know that a group of things change in quantity when something is added or taken away.</li> <li>○ I know how to use some number names accurately in play. I know how to recite numbers in order to 10.</li> <li>○ I am beginning to make comparisons between quantities.</li> </ul>	<p><b>Summer 1</b> <u>Number and Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>○ I know how to sometimes match numeral and quantity correctly.</li> <li>○ I am beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>○ I realise that anything can be counted, not only objects.</li> <li>○ I know how to use some number names and number language.</li> <li>○ I know that numbers identify how many objects are in a set.</li> <li>○ I know how to show an interest in numerals in the environment and in representing numbers.</li> </ul>	<p><b>Summer 2</b> <u>Number and Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>○ I know how to use number names to 10.</li> <li>○ I know how to sometimes count accurately.</li> <li>○ I know how to separate a group of 3 or 4 objects in different ways – recognise the total is the same.</li> <li>○ I know how to compare two groups of objects – say when they have the same total.</li> </ul>
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	<p><u>*Measure, Shape and Space</u></p> <ul style="list-style-type: none"> <li>○ I am beginning to know and enjoy daily routines – eg. getting up, mealtimes, nappy time, bedtime.</li> </ul>	<p><u>*Measure, Shape and Space</u></p> <ul style="list-style-type: none"> <li>○ I enjoy filling and emptying containers</li> </ul>	<p><u>*Measure, Shape and Space</u></p> <ul style="list-style-type: none"> <li>○ I know how to associate a sequence of actions with daily routines.</li> <li>○ I am beginning to understand that things might happen 'now'.</li> <li>○ I know how to use blocks to create their own simple structures and arrangements.</li> <li>○ I begin to use the language of size.</li> <li>○ I know how to anticipate specific time-based events – eg. mealtimes, home time.</li> </ul>	<p><u>*Measure, Shape and Space</u></p> <ul style="list-style-type: none"> <li>○ I know how to notice simple shapes and patterns in pictures.</li> <li>○ I am beginning to categorise objects according to properties, such as shape or size.</li> <li>○ I know how to attempt, sometimes successfully, to fit shapes into spaces – eg. inset boards, jigsaw puzzles.</li> </ul>	<p><u>*Measure, Shape and Space</u></p> <ul style="list-style-type: none"> <li>○ I am beginning to talk about the shapes of everyday objects – eg. round, tall.</li> <li>○ I know how to use positional language.</li> </ul>	<p><u>*Measure, Shape and Space</u></p> <ul style="list-style-type: none"> <li>○ I know how to show an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>○ I know how to show an awareness of similarities of shapes in the environment.</li> </ul>
<p><b>Maths yearly Overview</b></p>	<p><b>Daily-</b> review the timetable for the day. Positional language taught part of the daily routine e.g. put your hands above your head.</p> <p><b>W1/W2-</b> Settle in and baseline children <b>W3-</b> sing number rhymes (12,3,4,5 fish alive) <b>W4-</b> number 1 (recognizing and counting) <b>W5-</b> Number 2(recognizing and counting) <b>W6-</b> Number 3(recognizing and counting) <b>W7-</b>review</p>	<p><b>Daily-</b> review the timetable for the day. Positional language taught part of the daily routine e.g. put your hands above your head.</p> <p><b>W1-</b> review numbers 1-3 <b>W2-</b> sorting objects (colours) <b>W3-</b> threading- using numbers in play <b>W4-</b> Capacity full and empty <b>W5-</b> Number 4(recognizing and counting) <b>W6-</b> Number 5(recognizing and counting)</p>	<p><b>Daily-</b> review the timetable for the day. Positional language taught part of the daily routine e.g. put your hands above your head</p> <p><b>W1-</b> quantity (1-3) <b>W2-</b> compare amounts (more and fewer) <b>W3-</b> - threading- using numbers in play <b>W4</b> Capacity full and empty <b>W5-</b>review</p>	<p><b>Daily-</b> review the timetable for the day. Positional language taught part of the daily routine e.g. put your hands above your head.</p> <p><b>W1-</b> add one more <b>W2-</b> one less <b>W3-</b> sorting, big, small, colour, long, sort <b>W4-</b> Number 6(recognizing and counting) <b>W5-</b> Number 7(recognizing and counting) <b>W6-</b> patterns</p>	<p><b>Daily-</b> review the timetable for the day. Positional language taught part of the daily routine e.g. put your hands above your head.</p> <p><b>W1-</b>match number to quantity 1-3/1-5 (objects) <b>W2-</b> rectangle <b>W3-</b> square <b>W4-</b> triangles <b>W5-</b> circles <b>W6-</b> Number 8(recognizing and counting)</p>	<p><b>Daily-</b> review the timetable for the day. Positional language taught part of the daily routine e.g. put your hands above your head.</p> <p><b>W1-</b> Number 9(recognizing and counting) <b>W2-</b> Number 9(recognizing and counting) <b>W3-</b> comparing amount <b>W4-</b> shapes hunt in environment <b>W5-</b> review <b>W6-</b> review</p>
<p><b>Personal, Social, Emotional Development</b></p>	<p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>○ I enjoy naming games – eg. finding</li> </ul>	<p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>○ I enjoy naming games – eg.</li> </ul>	<p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>○ I can separate from my main carer with</li> </ul>	<p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>○ I know how to gradually engage in pretend play with</li> </ul>	<p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>○ I know how to</li> </ul>	<p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>○ I know how to show confidence</li> </ul>

	<p>their nose, eyes or tummy.</p> <ul style="list-style-type: none"> <li>○ I am beginning to learn that my own voice and actions have effects on others.</li> <li>○ I know how to engage with another's to help achieve a goal – eg. to get an object which is out of reach.</li> </ul> <p><b>Managing feeling</b></p> <ul style="list-style-type: none"> <li>○ I know how to share feelings with a familiar adult – eg. excitement, pleasure.</li> <li>○ I know how to use a familiar adult for 'emotional refuelling' – eg. when feeling tired, stressed or frustrated.</li> <li>○ I have a growing ability to soothe themselves – may use a comfort object.</li> </ul> <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>○ I know how to seek to gain attention in a variety of ways.</li> <li>○ I know how to draw others into social interaction.</li> <li>○ I know how to build relationships with special people.</li> <li>○ I know how to be wary of unfamiliar people.</li> <li>○ I know how to interact with others when supported by a familiar person.</li> </ul>	<p>finding their nose, eyes or tummy.</p> <ul style="list-style-type: none"> <li>○ I am beginning to learn that my own voice and actions have effects on others.</li> <li>○ I know how to engage with another's to help achieve a goal – eg. to get an object which is out of reach.</li> </ul> <p><b>Managing feeling</b></p> <ul style="list-style-type: none"> <li>○ I know how to cooperate with care-giving experiences – eg. getting dressed.</li> <li>○ I am beginning to understand 'yes', 'no' and some boundaries.</li> <li>○ I have a growing sense of how will and determination may result in feelings of anger and frustration which are difficult to handle – eg. may have tantrums.</li> </ul> <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>○ I know how to explore new situations when supported by a familiar person.</li> <li>○ I know how to show an interest in the activities of others.</li> <li>○ I know how to respond differently to children and adults – eg. may pay more attention when</li> </ul>	<p>support and encouragement from a familiar adult.</p> <ul style="list-style-type: none"> <li>○ I know how to explore new toys and environments but 'check in' with a familiar adult when needed.</li> </ul> <p><b>Managing feeling</b></p> <ul style="list-style-type: none"> <li>○ I am aware of other people's feelings – eg. look concerned if I hear crying, look excited if I hear a happy, familiar voice.</li> <li>○ I know how to express their own feelings – eg. sad, happy, cross, worried, scared.</li> <li>○ I know how to respond to a few appropriate boundaries with encouragement and support.</li> <li>○ I know how to seek comfort from familiar adults when needed.</li> </ul> <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>○ I know how to play alongside others.</li> <li>○ I know how to use a familiar adult as a secure base from which to explore independently in new environments.</li> </ul>	<p>toys. I know how to demonstrate a sense of self as an individual.</p> <ul style="list-style-type: none"> <li>○ I know how to do things independently.</li> </ul> <p><b>Managing feeling</b></p> <ul style="list-style-type: none"> <li>○ I am beginning to know that some things are mine, some things are shared and some things belong to other people.</li> <li>○ I having a growing ability to distract myself when upset – eg. engage in a new activity.</li> <li>○ I am aware that some actions can hurt or harm others.</li> </ul> <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>○ I know how to return to a familiar adult for reassurance when I am anxious.</li> <li>○ I know how to play cooperatively with a familiar adult – eg. rolling a ball back and forth.</li> </ul>	<p>select activities with help.</p> <ul style="list-style-type: none"> <li>○ I know how to be more outgoing towards unfamiliar people.</li> <li>○ I know how to be more confident in new social situations.</li> <li>○ I am confidently talk to other children when playing.</li> <li>○ I know how to communicate freely about home and in the community.</li> </ul> <p><b>Managing feeling</b></p> <ul style="list-style-type: none"> <li>○ I know how to respond to the feelings and wishes of others.</li> <li>○ I know how to try to help or give comfort when others are distressed.</li> <li>○ I am aware of my own feelings.</li> <li>○ I know that some actions and words can hurt others' feelings.</li> <li>○ I am beginning to accept the needs of others – take turns and share resources – sometimes with support from others.</li> </ul> <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>○ I know how to seek out others to share experiences.</li> <li>○ I know how to play in a group, extending and elaborating play ideas – eg. building up a role-play with other children.</li> </ul>	<p>in asking adults for help.</p> <ul style="list-style-type: none"> <li>○ I know how to express my own preferences and interests.</li> <li>○ I know how to welcome and value praise for what I have done.</li> <li>○ I know how to use resources with help.</li> <li>○ I know how to enjoy the responsibility of carrying out small tasks.</li> </ul> <p><b>Managing feeling</b></p> <ul style="list-style-type: none"> <li>○ I know how to inhibit my own actions and behaviours – eg. stop themselves from doing something they shouldn't do.</li> <li>○ I know how to tolerate delay when my needs are not met immediately.</li> <li>○ I understand that wishes may not always be met. I know how to adapt behaviour to different events, social situations and changes in routines.</li> <li>○ I know how to show an understanding of, and cooperate with, some boundaries and routines</li> </ul> <p><b>Building relationships</b></p>
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		children talk to me.			<ul style="list-style-type: none"> <li>○ I know how to initiate play, offering cues to peers to join in with me.</li> <li>○ I know how to keep play going by responding to what others are saying or doing.</li> <li>○ I know how to show an interest in others' play and start to join in.</li> </ul>	<ul style="list-style-type: none"> <li>○ I know how to demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>○ I know how to sometimes form a special friendship with another child.</li> <li>○ I know how to show affection and concern for people who are special to me.</li> </ul>
<b>Physical Development</b>	<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>○ I know how to sit unsupported on the floor.</li> <li>○ I know how to lean forward from a sitting position to pick up small toys.</li> <li>○ I know how to walk up steps holding an adult's hand.</li> <li>○ I know how to pull up to a standing position, holding onto furniture or a person for support.</li> <li>○ I know how to come down steps backwards or on their knees (crawling).</li> </ul> <b>Fine Motor</b> <ul style="list-style-type: none"> <li>○ I know how to pass toys from one hand to another.</li> <li>○ I know how to hold an object in each hand, bringing them together in the middle – eg. hold two blocks and</li> </ul>	<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>○ I know how to walk with one, or both hands, held by an adult.</li> <li>○ I know how to make connections between movements and the marks I make.</li> <li>○ I know how to walk around furniture lifting one foot and stepping sideways.</li> </ul> <b>Fine Motor</b> <ul style="list-style-type: none"> <li>○ I know how hold a pen or crayon using a whole hand (palmar) grasp.</li> <li>○ I know how to make random marks with different strokes.</li> </ul>	<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>○ I am beginning to balance blocks to build a small tower.</li> <li>○ I know how to squat with readiness to rest or play with an object on the ground.</li> <li>○ I know how to climb confidently and begin to pull myself up on nursery play climbing equipment.</li> </ul> <b>Fine Motor</b> <ul style="list-style-type: none"> <li>○ I know how to turn the pages in a book, sometimes several at once. I know how to show control in holding and using jugs to pour. I know how to show control in holding and using hammers.</li> <li>○ I know how to show control in holding and using books.</li> <li>○ I know how to control in holding</li> </ul>	<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>○ I know how to kick a large ball.</li> <li>○ I know how to run safely on whole foot.</li> <li>○ I know how to walk up and down steps holding onto a rail, two feet onto each step</li> </ul> <b>Fine Motor</b> <ul style="list-style-type: none"> <li>○ I am beginning to use three fingers to hold writing tools (tripod grip)</li> <li>○ I know how to show growing maturity in holding pencils and using their dominant hand.</li> <li>○ I know which is their dominant hand.</li> <li>○ I am beginning to recognise the correct way in which pencils, pens and paintbrushes should be held.</li> </ul>	<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>○ I know how to skip, hop and stand on one leg – hold a position for a few seconds. I know how to balance while riding a bike or scooter.</li> <li>○ I know how to go up stairs or steps using alternative feet. I know how to respond to music – show appropriate movement and rhythm.</li> <li>○ I know how to catch a large ball.</li> </ul> <b>Fine Motor</b> <ul style="list-style-type: none"> <li>○ I am beginning to show a preference for a dominant hand.</li> <li>○ I know how comfortable grip with good control when holding a pencil, pen or paintbrush.</li> </ul>	<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>○ I know how to run skilfully and negotiate space successfully, adjusting speed and direction to avoid obstacles.</li> <li>○ I know how to move freely, with pleasure and confidence, in a range of ways – eg. rolling, crawling, shuffling, slithering, walking, running, sliding and hopping.</li> </ul> <b>Fine Motor</b> <ul style="list-style-type: none"> <li>○ I know how to make small snips and cuts in paper with child scissors Make simple models using small pieces – eg. Lego.</li> <li>○ I know how to pick up tiny objects using a pincer grasp.</li> </ul>

	<p>bang them together.</p> <ul style="list-style-type: none"> <li>○ I know how to pick up small objects between their thumb and fingers.</li> <li>○ I know how hold a pen or crayon using a whole hand (palmar) grasp.</li> <li>○ I know how to make random marks with different strokes.</li> </ul>		<p>and using mark-making tools.</p>		<ul style="list-style-type: none"> <li>○ I know how to use one-handed tools and equipment – eg. child scissors.</li> </ul>	<ul style="list-style-type: none"> <li>○ I know how to hold a pencil near the point between the first two fingers and thumb. I know how to use a pencil with good control</li> </ul>
<b>Communication and Language</b>	<b>Speaking</b> <ul style="list-style-type: none"> <li>○ I know how to use single words.</li> <li>○ I know how to make frequently imitate words and sounds</li> <li>○ Use sounds in play – eg. 'brrrrum' for a car.</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>○ I know how to use sounds and words to communicate a range of purposes – eg. no, more, teddy, bye.</li> <li>○ I know how copy familiar expressions – eg. 'all gone', 'oh dear'.</li> <li>○ I know how to use different types of everyday words – eg. hot, banana, go sleep.</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>○ I know how to use a variety of questions – eg. who, what, where.</li> <li>○ I am beginning to ask simple questions.</li> <li>○ I am beginning to put two words together – eg. more milk, want ball.</li> <li>○ I know how to use language to widen contacts, share feelings, experiences and thoughts.</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>○ I am beginning to use word endings – eg. cats, going.</li> <li>○ I know how to start a conversation with an adult or a friend.</li> <li>○ I know how to hold a conversation, jumping from topic to topic.</li> <li>○ I am beginning to talk about things and people that are not present.</li> <li>○ I know how to use simple sentences.</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>○ I am beginning to use sentences with four to six words.</li> <li>○ I know how to continue a conversation, taking turns to speak. I know how to use a range of tenses – but may not be accurate.</li> <li>○ I know how to use intonation, rhythm and phrasing to make meaning clear to others.</li> <li>○ I know how to use vocabulary for objects and people of importance to them.</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>○ I know how to build up vocabulary that reflects the breadth of my experiences.</li> <li>○ I know how to retell a simple past even in correct order.</li> <li>○ I know how to use more complex sentences to link thoughts – eg. and, because.</li> <li>○ I know how to use talk to explain ideas, what is happening and anticipate what might happen next. I know how to use talk to recall past experiences.</li> </ul>
	<b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>○ I am beginning to understand simple sentences.</li> <li>○ I know how to move their body to enjoyable sounds, such as music.</li> <li>○ I know how to show a strong</li> </ul>	<b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>○ I am beginning to follow the body language of others – eg. pointing, gestures.</li> <li>○ I have developed an understanding of single words in context – eg. milk, cup, mummy.</li> </ul>	<b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>○ I know how to recognise and respond to many familiar sounds.</li> <li>○ I know how to show an interest in playing with sounds, songs and rhymes.</li> </ul>	<b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>○ I know how to listen to and enjoy rhythmic patterns in stories and rhymes.</li> <li>○ I understand more complex sentences. i know how to select familiar objects by name.</li> <li>○ I know how to go and find objects when asked.</li> <li>○ I know how to identify objects from a group.</li> </ul>	<b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>○ I know how to listen to others – one to one or in small groups – when a conversation interests me.</li> <li>○ I know how to look at someone when they are speaking. I know how to focus</li> </ul>	<b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>○ I know how to show an understanding of prepositions by carrying out an action or selecting the correct picture – eg. under, on top, behind.</li> </ul>



	<ul style="list-style-type: none"> <li>○ exploratory impulse.</li> <li>○ I know how to concentrate on an object, or activity, I like for a short period.</li> <li>○ I know how to pay attention to dominant stimuli, but may be distracted by other noises around me</li> </ul>	<ul style="list-style-type: none"> <li>○ I know how to respond to different things when said in a familiar context – eg. ‘where is your mouth?’, ‘where is daddy?’</li> </ul>	<ul style="list-style-type: none"> <li>○ I know how to enjoy rhymes and demonstrate listening by trying to join in with actions or sounds.</li> </ul>	<ul style="list-style-type: none"> <li>○ I understand simple questions – eg. ‘who’s that?’, ‘what’s that?’, ‘where is...?’</li> <li>○ I have single-channelled attention – shift to a different task if attention is fully obtained – eg. using the child’s name</li> </ul>	<ul style="list-style-type: none"> <li>○ attention – continue to listen or do – but can shift attention.</li> <li>○ I know how to follow instructions (if not intently focussed on my own choice of activity).</li> </ul>	<ul style="list-style-type: none"> <li>○ I know how to use prepositions when following instructions.</li> <li>○ I know respond to simple instructions and follow directions – eg. get, put away.</li> </ul> <p>I understand the use and purpose of objects – eg. scissors Ask and respond to ‘why’ and ‘how’ questions</p>
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Science **UTW: The Natural World** BTK: **Stewardship:** Helping God’s creation grow

**Autumn 1**  
**Biology: Plants**  
Learning outcome  
 ➤ I know how to observe closely what plants and animals do.

Sequence of lesson/s

1. **I am learning what happens to plants during the autumn season.**  
 Teach children what there are 4 seasons in a year. During the autumn season some flowers die and leaves on trees change colour. Children to go on an autumn walk to collect leaves. Children to talk about the colour of the leaves.
2. **I am learning what items fall from trees.**  
 Review the season that they are in. Children to go on an autumn walk to look for pine cones, acorns and conkers. Teach children that squirrels hide nuts ready for winter.

**Autumn 2**  
**UTW: Natural World**  
**Biology: Animals**  
Learning outcome  
 ➤ I know how to observe closely what plants and animals do.

Sequence of lesson/s

1. **I am learning what features a dog has.** Children to stroke the school dog, Ruby. Teacher to support children to name the dogs features. (Refer to the class story, what animal was perfect?). Children to talk about what Ruby has. E.g. 2 ears, nose mouth, 4 legs and a tail

**Spring 1**  
**Science: The Natural World:** Achieved throughout the curriculum.  
 ➤ I know notice detailed features of objects in my environment.

UTW: Natural World  
**Biology: Animals**  
Learning outcome  
 ➤ Know that birds fly and animals like cows and sheep spend time in fields.  
 ➤ I know enjoy playing with small-world models – eg. a farm, train track or garage

Sequence of lessons

1. **Children to identify what animals live on a farm.**  
 Children to sing O Mac Donald had a farm. Children to add animals to the small word area as they sing the song.
2. **I am learning about cows.**  
 Review animals that live on a farm. Show children a picture of a cow. Talk about the features of a cow, what a cow eats, a cow gives us milk and a baby cow is called a calf.
3. **I am learning about sheep.**  
 Review information about cows. Show children a picture of a sheep. Talk about the features of a sheep, what a sheep eats and a sheep is called a lamb.
4. **I am learning chickens.**  
 Review information about cows and chickens. Show children a picture of a chicken. Talk about the features of a chicken, what a chicken eats and a baby chicken is called a chick.

**Spring 2**  
**Science: The Natural World:** Achieved throughout the curriculum.  
 ➤ I know notice detailed features of objects in my environment.

UTW: Natural World  
**Biology: Animals**  
Learning outcome  
 ➤ I have a growing awareness of living things around them.

Sequence of lessons

1. **I am learning what changes take place over time** Children to draw/ discuss their observations of a chick/duckling hatching from an egg.
2. **I am learning to make observations of animals that I see at the conservation park.** Children to go on a school trip. Children to draw/ discuss their observations of the animals.

Learning outcome  
 ➤ I know that some animals, like cats and dogs, live with people.

Sequence of lesson/s


1. **I am learning what animals can be pets.** Ask children who has a pet at home and what animal is it. Children to talk about their pet. Teacher to share what pets the teachers have.  
<https://youtu.be/S1nUMsPC1-0?si=Rt-Ppkdrslm-XreX> Children to draw a picture of their pet at home or an animal that they would like a pet. Teacher to scribe what the child says.

<p><b>Summer 1</b>  <b>Science: The Natural World:</b></p> <ul style="list-style-type: none"> <li>➤ I know comment and ask questions about aspects of my familiar world, such as the place where they live.</li> <li>➤ I know how to talk about some of the things they have observed – eg. plants, animals, natural objects.</li> </ul> <p><u>Sequence of lessons</u>  <b>I am learning about spiders.</b></p> <ol style="list-style-type: none"> <li>1. Sing Incy Wincy spider. Children to learn spiders lay eggs and have 8 legs and eyes and they spin webs.</li> <li>2. <b>I am learning about ladybirds.</b>  Children to learn that ladybird /lady bug are the same insect. Ladybirds are red to warn other predators to not eat them and they have matching spots on both sides.</li> <li>3. <b>I am learning about bees.</b> Children to learn that bees are fuzzy, black and yellow, make honey and only female bees can sting if they are protecting themselves.</li> <li>4. <b>I am learning what mini beasts live in my environment.</b> Children to name what insects they think they will see on their mini beast hunt. Children to go on a hunt looking for insects.</li> </ol> <p><b>Science: The Earth</b>  <u>Learning outcome</u></p> <ul style="list-style-type: none"> <li>➤ I am beginning to develop an understanding of growth, decay and changes over time.</li> <li>➤ I know how to talk about some of the things they have observed – eg. plants, animals, natural objects.</li> </ul> <p><u>Sequence of lessons</u></p> <ol style="list-style-type: none"> <li>1. <b>I am learning about changes take place over time.</b> Children to make a prediction as to what shall happen to the apple core. Children to make observe an apple core going brown and mouldy over time.</li> <li>2. <b>I am learning about the life cycle of a butterfly.</b> Children to make observations that take place with the life cycle of a butterfly.</li> </ol>		<p><b>Summer 2</b>  <u>UTW: Natural World</u>  <b>Biology: Plants</b>  <b>Science: The Natural World:</b>  <u>Learning outcome</u></p> <ul style="list-style-type: none"> <li>➤ I know how to talk about some of the things they have observed – eg. plants, animals, natural objects.</li> <li>➤ I know how to talk about why things happen and how things work.</li> </ul> <p><u>Sequence of lessons</u></p> <ol style="list-style-type: none"> <li>1. <b>I am learning that there are different types of plants in my environment.</b> Children to go on a walk and look for different types of flowers around school.</li> <li>2. <b>I am learning that there are different types of plants.</b> Children to look at a range of seeds and make observations. Children to plant the seeds (herbs) and discuss what a plant needs to grow.</li> <li>3. <b>I am learning to make observations of the plant growing.</b> Children to discuss what they observe as the plant grows. Children to use their 5 senses</li> </ol> <p><u>UTW: Natural World</u>  <b>Science: The Natural World:</b></p> <ul style="list-style-type: none"> <li>➤ I know how to show care and concern for living things and the environment.</li> </ul> <p><u>Sequence of lessons</u></p> <ol style="list-style-type: none"> <li>1. <b>I am learning how to look after my environment.</b> Children to watch a video about littering. Children to learn why they should put their rubbish in the bin and how it affects plants and animals. Children to go on a walk around the school and collect rubbish.</li> </ol>				
BTK Golden Thread	<p><b>Autumn 1</b>  <u>Dignity of the Human Person</u></p> <p>From Reception to Year 6.</p>	See Geography/UTW	<p><b>Spring 1</b>  <u>Options for the Poor and Vulnerable</u></p> <p>Learning to share our toys and food so that everyone has enough.</p>	See Geography/UTW	<p><b>Summer 1</b>  Dignity of Work</p> <p>When we build together we can do much more.</p>	See Geography/UTW
<p>History/UTW: (Past and Present)</p> <p>UTW (EYFS)</p>	<p><b>Autumn 1</b>  <u>UTW: Past and Present outcomes</u></p> <p><b>No outcomes</b></p>	<p><b>Spring 1</b>  <u>UTW: Past and Present outcomes</u>  <b>Embedded and achieved throughout</b></p> <ul style="list-style-type: none"> <li>➤ I am beginning to show an awareness of new and old, though I may get confuse something being new to them and something being brand new.</li> <li>➤ I know how recognise that there are children older and younger than me.</li> </ul>	<p><b>Summer 1</b>  <u>UTW: Past and Present outcomes</u>  <b>Embedded and achieved throughout</b></p> <ul style="list-style-type: none"> <li>➤ I know how to appreciate that they might have siblings that are older than me or that I may be older than a younger sibling.</li> </ul>			

		<p><u>UTW: Past and Present outcomes</u></p> <ul style="list-style-type: none"> <li>➤ I know how to show understanding of yesterday and tomorrow.</li> </ul> <p><u>History/UTW sequence of lesson/s</u></p> <ol style="list-style-type: none"> <li>1. Taught daily: today the weather, yesterday the weather was...Yesterday the date and day was.... Today the date and day is....</li> </ol>	<ul style="list-style-type: none"> <li>➤ <u>UTW: Past and Present outcomes</u> I am beginning to have an understanding of terms such as ‘yesterday’, ‘last week’, ‘last year’.</li> </ul> <p><u>History/UTW sequence of lesson/s</u></p> <ol style="list-style-type: none"> <li>1 <b>I am learning to talk about things that have already taken place.</b> Review previous learning that took place throughout the week and previous weeks (Our Learning Journey).</li> </ol>
		<p><u>UTW: Past and Present outcomes</u></p> <ul style="list-style-type: none"> <li>➤ I know how to show an awareness that parents and grandparents are older than me.</li> </ul> <p><u>UTW: Past and Present outcomes</u></p> <p><b>I am learning to show an awareness that my parents/grandparents are older than me.</b> Children to bring in photos of their grandparent and parents and themselves. Children to create a timeline of their family.</p>	<p><u>UTW: Past and Present outcomes</u></p> <ul style="list-style-type: none"> <li>➤ I have an awareness that they can do more for myself and now compared to when they were babies.</li> </ul> <p><u>History/UTW sequence of lesson/s</u></p> <ol style="list-style-type: none"> <li>1. <b>I am learning to talk about I couldn’t do and now can do.</b> Children to bring in a photo of themselves as a baby. Children to look at themselves as a baby and talk about what they couldn’t do, but now can do.</li> </ol> <p><u>UTW: Past and Present outcomes</u></p> <ul style="list-style-type: none"> <li>➤ I have come across photographs of grandparents and great grandparents when I were young.</li> </ul> <p><u>History/UTW sequence of lesson/s</u></p> <ol style="list-style-type: none"> <li>1. <b>I can talk about my grandparents and great grandparents.</b> Children to bring in photos of their grandparents and great grandparents and talk about the events that they endure together.</li> </ol> <p><u>UTW: Past and Present outcomes</u></p> <ul style="list-style-type: none"> <li>➤ I know how to appreciate that certain artefacts and resources are old and have been used before.</li> </ul> <p><u>History/UTW sequence of lesson/s</u></p> <ol style="list-style-type: none"> <li>1. <b>I am learning that chalk and chalk boards were used a long time ago.</b> Show children a picture of children using chalk boards during the Victorian era and they are still being used. Children to make marks using chalk.</li> </ol> <p><u>UTW: Past and Present outcomes</u></p> <ul style="list-style-type: none"> <li>➤ I know how to be familiar with terms like ‘new’ and ‘old’.</li> </ul> <p><u>History/UTW sequence of lesson/s</u></p> <ol style="list-style-type: none"> <li>1. <b>I am learning what ‘new’ and ‘old’ means.</b> Children to have a look at their new classroom during transition week. Children to talk about what their new classroom and outdoor area has. Children to identify similarities and differences.</li> </ol>

BTK Golden Thread	See History/UTW	Family and Community My family at home My school family.	See History/UTW	Solidarity and the Common Good We are friends.	See History/UTW	Stewardship Helping God's creation grow. (See Science).
Geography/UTW: (People, culture and communities)  UTW (EYFS)	<p>Autumn 2 <b>Embedded and achieved throughout</b> <u>UTW: People, culture and communities</u></p> <ul style="list-style-type: none"> <li>➤ I am beginning to realise that an understanding of people, culture and communities lies in early attachment and other relationships.</li> </ul> <p><u>UTW: People, culture and communities</u></p> <ul style="list-style-type: none"> <li>➤ I know how to show curiosity about people.</li> </ul> <p><u>Geography/UTW sequence of lesson/s</u></p> <ol style="list-style-type: none"> <li>1. <b>I am learning to talk about who I live with</b> (BTK). Children to bring on a photo of the people they live with a home. Children to talk about their family. Children to draw who they live with.</li> <li>2. <b>I am learning to talk about my family.</b> (BTK) Children to show their family drawings and photos to their peers. Children to ask questions.</li> </ol> <p><u>UTW: People, culture and communities</u></p> <ul style="list-style-type: none"> <li>➤ I know how to show interest in stories about myself and my family.</li> </ul> <p><u>Geography/UTW sequence of lesson/s</u></p> <ol style="list-style-type: none"> <li>1. <b>I can draw and talk about what I did during the Summer and October break.</b> Children to draw and talk about that they did during the breaks.</li> <li>2. <b>I am learning to talk about stories about myself and my family.</b> (Send a class Bear/teddy home) Children to talk about what they did during the weekend. Give children opportunity to ask their peers questions.</li> </ol>		<p>Spring 2 <u>UTW: People, culture and communities</u> <b>Embedded and achieved throughout</b></p> <ul style="list-style-type: none"> <li>➤ During pretend play, I know how to imitate everyday actions and events from my own family and cultural background – eg. making and drinking tea.</li> <li>➤ I am beginning to have my own friends (BTK)</li> <li>➤ I have a sense of my own immediate family and relations</li> </ul> <p><u>UTW: People, culture and communities</u></p> <ul style="list-style-type: none"> <li>➤ I know how to enjoy photographs and stories about myself, my families and other people.</li> </ul> <p><u>Geography/UTW sequence of lesson/s</u></p> <ol style="list-style-type: none"> <li>1. <b>I am learning to talk about stories about myself and my family.</b> Review where the class bear and child got up to during the weekend. Give children opportunity to ask their peers questions. Photo to be displayed on parent communication board.</li> </ol> <p><u>UTW: People, culture and communities</u></p> <ul style="list-style-type: none"> <li>➤ I know that I have similarities and differences that connect them to, and distinguish them from, other people.</li> </ul> <p><u>Geography/UTW sequence of lesson/s</u></p> <ol style="list-style-type: none"> <li>1. <b>I am learning that that the Chinese community celebrate Chinese new year.</b> Read/teach the Chinese new Year story to children. Children to understand that each year the Chinese celebrate a year of an animal.</li> <li>2. <b>I am learning how and why people celebrate Shrove Tuesday.</b> Teach children that Shrove Tuesday is the day that marks the day before lent starts.</li> </ol>		<p>Summer 2 <b>Embedded and achieved throughout</b> <u>UTW: People, culture and communities</u></p> <ul style="list-style-type: none"> <li>➤ I know how to show interest in the lives of people who are familiar to me.</li> </ul> <p><u>UTW: People, culture and communities</u></p> <ul style="list-style-type: none"> <li>➤ I remember, and talk about, significant events in my own experience.</li> <li>➤ I know how to recognise and describe special times or events for family and friends.</li> </ul> <p><u>Geography/UTW sequence of lesson/s</u></p> <ol style="list-style-type: none"> <li>1. <b>I am learning to talk about stories about myself and my family.</b> Review where the class bear and child got up to during the weekend. Give children opportunity to ask their peers questions.</li> <li>2. <b>I can talk about my birthdays within my family.</b> Children to talk about how they celebrated their or families' birthdays within their family.</li> </ol> <p><u>UTW: People, culture and communities</u></p> <ul style="list-style-type: none"> <li>➤ I know some of the ways which makes me unique.</li> <li>➤ I know how to talk about similarities and differences in relation to myself, friends and family.</li> </ul> <p><u>Geography/UTW sequence of lesson/s</u></p> <ol style="list-style-type: none"> <li>1. <b>I am learning to talk about what makes me, me.</b> Children to look in the mirror and look at their features. Children to describe themselves in a positive way e.g. I have beautiful curly hair. Children to paint a portrait of themselves.</li> <li>2. <b>I am learning to talk about what I am good at.</b> Children to talk about and draw what they are good at.</li> </ol> <p><u>UTW: People, culture and communities</u></p> <ul style="list-style-type: none"> <li>➤ I know how to show an interest in different occupations and ways of life.</li> </ul> <p><u>Geography/UTW sequence of lesson/s</u></p> <ol style="list-style-type: none"> <li>1. I am learning what help who can help us. Teach those occupations who helps us e.g. bus driver, shop assistant, post lady/man, delivery man/lady, Drs, Nurses</li> <li>2. Change role play area to be a vets or supermarket.</li> </ol>	

<b>Expressive Arts and Design</b>	<u>EAD: Creating with Materials outcomes</u> <b>No outcomes</b>	<u>EAD: Creating with Materials outcomes</u> <b>No outcomes</b>	<u>EAD: Creating with Materials outcomes</u> <ul style="list-style-type: none"> <li>○ I know how to explore and experiment with a range of media through sensory exploration using the whole body.</li> <li>○ I know how to notice and show interest in the effects of making movements which leave marks.</li> <li>○ I know how to experiment with blocks, colours and marks.</li> </ul>	<u>EAD: Creating with Materials outcomes</u> <ul style="list-style-type: none"> <li>○ I know how to explore and experiment with a range of media through sensory exploration using the whole body.</li> <li>○ I know how to notice and show interest in the effects of making movements which leave marks.</li> <li>○ I know how to experiment with blocks, colours and marks.</li> </ul>	<u>EAD: Creating with Materials outcomes</u> <ul style="list-style-type: none"> <li>○ I know how to explore colour and how colours can be changed.</li> <li>○ I know how understand that they can use lines to enclose a space, and begin to use these shapes to represent objects.</li> <li>○ I know how use various construction materials.</li> </ul>	<u>EAD: Creating with Materials outcomes</u> <ul style="list-style-type: none"> <li>○ I am beginning to construct, by stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>○ I know how to join construction pieces together to build and balance.</li> <li>○ I know interest in, and describe, the texture of different things.</li> </ul>
	<u>EAD: Being imaginative and Expressive</u> <ul style="list-style-type: none"> <li>○ I know how to explore the world and develop a range of ways to communicate before expressing my ideas.</li> <li>○ I know how to move my whole body to sounds I enjoy, for example, a regular beat or music.</li> </ul>	<u>EAD: Being imaginative and Expressive</u> <ul style="list-style-type: none"> <li>○ I am beginning to move to music.</li> <li>○ I know how to listen to, or join in, rhymes or songs.</li> <li>○ I know how to imitate and improvise actions I have observed, eg. waving or clapping</li> </ul>	<u>EAD: Being imaginative and Expressive</u> <ul style="list-style-type: none"> <li>○ I know how to express myself through physical actions and sound.</li> <li>○ I know how to pretend that one object represents another, especially when objects have characteristics in common.</li> <li>○ I am beginning to use representation to communicate, for example, drawing a line and saying "that's you."</li> </ul>	<u>EAD: Being imaginative and Expressive</u> <ul style="list-style-type: none"> <li>○ I am beginning to pretend and make-believe.</li> <li>○ I know how to join in singing favourite songs.</li> <li>○ I know how to create sounds by banging, tapping, shaking or blowing.</li> <li>○ I know how to show an interest in the way musical instruments sound.</li> </ul>	<u>EAD: Being imaginative and Expressive</u> <ul style="list-style-type: none"> <li>○ I know how to enjoy joining in with dancing circle games.</li> <li>○ I know how to sing.</li> <li>○ I know how to sing a few familiar songs.</li> <li>○ I am beginning to move rhythmically.</li> <li>○ I know how to imitate movement in response to music.</li> <li>○ I know how to tap out simple, repeated rhythms. I know how to explore, and learn, how sounds can be changed.</li> <li>○ I know how to sing to themselves and make up simple songs, including rhythms.</li> </ul>	<u>EAD: Being imaginative and Expressive</u> <ul style="list-style-type: none"> <li>○ I notice what adults do, imitate what is observed and then do it when the adult is not there.</li> <li>○ I know how to engage in imaginative role-play, based on first-hand experiences and building stories around toys. I know how to create props to support role-play using available resources.</li> <li>○ I know how to develop forms of expression preferences.</li> </ul>
	<u>EAD: Learning opportunities.</u> <ul style="list-style-type: none"> <li>○ Leaf rubbings from autumn walk.</li> </ul>	<u>EAD: Learning opportunities.</u> <ul style="list-style-type: none"> <li>○ Children to create a Christmas card.</li> <li>○ Clay divas for Diwali</li> </ul>	<u>EAD: Learning opportunities</u> <ul style="list-style-type: none"> <li>○ Create picture below. Children to</li> </ul>	<u>EAD: Learning opportunities</u> <ul style="list-style-type: none"> <li>○ Create bunnies/chicks</li> <li>○ Create Easter cards</li> <li>○ Draw observations from experiment.</li> </ul>	<u>EAD: Learning opportunities</u> <ul style="list-style-type: none"> <li>○ Draw observations from experiment.</li> <li>○ Sing Nursery Rhymes and Charanga.</li> </ul>	<u>EAD: Learning opportunities</u> <ul style="list-style-type: none"> <li>○ Self portraits</li> <li>○ Make marks using chalks</li> <li>○ Flower collage.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Children to explore the artist Andy Goldsworthy.</li> <li>○ Children to create collage using the items they have collected from their autumn walk.</li> <li>○ Sing Nursery Rhymes</li> <li>○ Foil paintings- starry night with ear bud.</li> <li>○ Draw/paint family.</li> </ul>	<ul style="list-style-type: none"> <li>○ Perform in the school Nativity</li> <li>○ Make new year calendar</li> <li>○ Draw a picture/paint of Ruby (dog)</li> <li>○ Sing Nursery Rhymes</li> <li>○ Remembrance cards/poppies</li> </ul>	<p>dance to chine music.</p>  <ul style="list-style-type: none"> <li>○ Mother's Day Cards</li> <li>○ Sing Nursery Rhymes and Charanga</li> </ul>	<ul style="list-style-type: none"> <li>○ Sing Nursery Rhymes and Charanga</li> <li>○ Learn what Holi is about.</li> </ul>	<ul style="list-style-type: none"> <li>○ Create spiders using egg carton and pipe cleaners.</li> <li>○ Butterfly printing</li> <li>○ Bee handprints</li> <li>○ Bee kitchen rolls.</li> </ul>	
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