Communication and Language

Listening, Attention & Understanding | Speaking

St Werburgh's & St Columba's Catholic Primary School
LOVE LEARN LAUGH
EYFS

DEVELOPMENT MATTERS

3 and 4 year olds will be learning to...

- Enjoy listening to longer stories and remember much of what happens
- Pay attention to more than one thing at a time, which can be difficult,
- Use a wider range of vocabulary,
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar grew so fast?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop communication but they may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop pronunciation but problems may occur saying some sounds: r, j, th, ch, and sh and multi-syllabic words eg 'pterodactyl' or 'hippopotamus'.
- Be able to express a point of view and debate when they disagree with an adult or a friend,using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Reception children will be learning to...

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day, in different contexts.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases
- Engage in story times
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

ELG

Listening, Attention, Understanding

- 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

Speaking

- 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

LEARNING IS ENABLED THROUGH:

- Opportunities to learn, practise and use adventurous vocabulary
- Quality conversations between adults and peers
- Language rich environment
- Commenting on interests and actions, echoing their words
- Reading regularly to children, providing opportunities to use new words
- Conversation, storytelling and role play

Communication and Language

Listening, Attention & Understanding | Speaking

Communication and Language underpins what we do in EYFS and is developed ALL DAY, EVERY DAY through high quality interactions, daily discussions, circle times, stories, singing, role/small world play and Drawing CLub. Specific vocab is identified on short term plans and is linked to children's next steps in learning.
Where appropriate, NELI/BVPS/ Language Link will be used to asess monitor and support.

St Werburgh's & St Columba's Catholic Primary School
EYFS

Autumn 1 Knowing Me, Knowing You!	Autumn 2 Let's Celebrate!	Spring 1 Let's Explore!	Spring 2 Out of this World!	Summer 1 The Great Outdoors!	Summer 2 Super Me, Super You!
The development of children's spoken language underpins all seven areas of learning and development. **Children's back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and **quality of the conversations** they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words** in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support & modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary & language structures**.					
Welcome to Big School! Settling in activities Listening skills Begin to interact and play with others Making friends Talk about familiar experiences Share facts-all about me Sharing stories Modelled language Nursery rhymes Learn and use Drawing Club vocabulary	**Tell me a story!** Modelled language Listening skills Develop vocabulary Discovering interests Retelling stories Narrate and perform Follow instructions Take part in discussion Understand how to listen carefully and know why listening is important Learn and use Drawing Club vocabulary Perform in Nativity Nursery rhymes Christmas songs	**Tell me why!** Modelled language Listening skills Use language with accuracy Ask how and why questions Retell a story with story language Discuss events and characters in stories Engage in non-fiction texts and talk about what has been heard Rhymes, poems and songs Talk about stories to build understanding and recall Learn and use Drawing Club vocabulary	**Talk it through!** Describe events in detail – adding time connectives Understand how to listen carefully and know why listening is important Sustained focus when listening to a story Engage in non fiction texts Begin to use descriptive language Learn and use Drawing Club vocabulary Read aloud books that extend their knowledge of the world Rhymes, poems and songs	**What happened?** Discovering passions Re-read books Talk about familiar texts Discuss what is happening in stories and illustrations and relate what they see, hear and imagine to their own lives, making comparisons Offer explanations to what happens Learn and use Drawing Club vocabulary Rhymes, poems and songs	**Time to share!** Discovering passions Describe and discuss books, demonstrating their knowledge of the world Read aloud books which include photographs and language that extends their knowledge of the world Hear, learn and respond to rhymes, poems and songs Learn and use Drawing Club vocabulary

ELG: Listening, Attention and Understanding: 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.

Speaking: 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.

Foundation skills to KS1

Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Adults model language and engage in quality interactions in order that children will:

- Develop confidence in speaking in a range of situations including through play, paired, group and class discussions.
- Pay attention and listen to stories and instructions without being distracted.
- Develop a love of books and story/book sessions and become confident to explain their understanding of what they have heard, seen and rea
- Retell familiar stories in sequence using own words and key vocabulary, predict what might happen next.
- Use newly learned words from stories, poems, and discussions in their everyday conversation
- Speak in full sentences and develop skills in orally rehearsing to prepare their ideas before they write.
- Explain their ideas, thoughts and experiences.
- Hold a back and forth conversation - listen carefully, ask/answer questions appropriately and take turns.
- Adopt, create and sustain a range of roles, responding appropriately to others in role.

Personal, Social & Emotional Development

Self Regulation | Managing Self | Building Relationships

St Werburgh's & St Columba's Catholic Primary School
LOVE LEARN LAUGH
EYFS

DEVELOPMENT MATTERS

3 and 4 year olds will be learning to...

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'
- Understand gradually how others might be feeling
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly
- Make healthy choices about food, drink, activity and tooth brushing.

Reception children will be learning to...

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally
- Think about the perspectives of others.
- Manage their own needs : personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:
  - regular physical activity
  - healthy eating
  - tooth brushing
  - sensible amounts of 'screen time'
  - having a good sleep routine
  - being a safe pedestrian

ELG

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 to follow instructions involving several ideas or actions.

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.

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.

LEARNING IS ENABLED THROUGH:

- Model expressing feelings appropriately and support children as they experiment
- Supporting children to form friendships, co-operate and resolve conflicts peacefully
- Enabling children to try new ideas and activities to build confidence and self worth
- Model healthy choices and demonstrate the effect on the body
- Encourage children to reflect on achievements and be proud of what they can do
- Use conversation, storytelling and role play

Personal, Social & Emotional Development

Self Regulation | Managing Self | Building Relationships

PSED as an integral part our provision in EYFS and is developed throughout the year through out the day, through taught opportunities, incidental learning, adult support, in addition to Ten Ten PSED sessions.

St Werburgh's & St Columba's Catholic Primary School EYFS

Autumn 1 Knowing Me, Knowing You!	Autumn 2 Let's Celebrate!	Spring 1 Let's Explore!	Spring 2 Out of this World!	Summer 1 The Great Outdoors!	Summer 2 Super Me, Super You!
Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Settling in - rules and routines Build relationships with peers and EYFS staff Tidy up routines Peer Massage naming/describing feelings – colour monster Book, jars toilet/handwashing Express likes/ dislikes	Self – Confidence –including Nativity roles – performing to an audience Recognise and name feelings Build constructive and respectful relationships Begin to show resilience Similarities/differences Respect toilet/handwashing- relationship to germs	Use taught strategies to deal with emotions with increasing independence Take turns and share with more independence Refer to visuals to follow school rules and routines Talk with others to solve conflicts Recognise the importance of handwashing related to germs	Identify own feelings and what affects my own feelings Identify others' emotions and what might have triggered them Help others to solve conflicts Confident following school rules/ routines Establish positive relationships Maintain hygiene practices - handwashing before/after handling chicks, etc	Know about the importance of being healthy and how exercise and food contributes to being healthy (Sport's Day) Fuit/vegetables - growing Make healthy food choices Continue building and maintaining relationships & following school rules/routines Maintain hygiene practices	Continue to maintain healthy practises - swimming sessions Understand the importance of hygiene tooth brushing, washing, handwashing Know that routines keep us healthy - bed times, meal times Moderate feelings socially/ emotionally See themselves as valuable individuals Celebrate progress/ achievements/talent Know we need to follow Stop, Look, Listen to cross. Know the importance of taking time away from screens.

ELG: 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.

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.

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.

Foundation skills to KS1

"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self- regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.

Children will:

- Know how to ask for help when needed
- Learn about individuality and expressing themselves.
- Recognise and talk about likes/dislikes and things they are good at or would like to improve
- Understand the routines and behavioural expectations of school
- Learn about the wider world and how their actions will affect others and what the consequences will be.
- Continue to build friendships and build positive relationships, showing an understanding of how to treat others and behave towards them – playing cooperatively with peers, following instructions and taking turns.
- Learn about their community that some people's communities are different
- Develop an understanding of how to keep their bodies safe, as well as sleep, exercise and healthy eating.

Physical Development

Gross Motor Skills | Fine Motor Skills

EYFS

DEVELOPMENT MATTERS

3 and 4 year olds will be learning to...

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Reception children will be learning to...

- Revise and refine fundamental movement skills already acquired: roll, crawl, walk, jump, run, hop, skip, climb.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop small motor skills to be able to use a range of tools competently, safely and confidently. Eg pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills needed to manage the school day successfully eg lining up, mealtimes.

ELG

Gross Motor Skills

- Negotiate space and obstacles safely, with
- consideration for themselves and others;
- 2. Demonstrate strength, balance and coordination
- when playing;
- 3. Move energetically, such as running, jumping,
- dancing, hopping, skipping and climbing.

Fine Motor Skills

- 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

LEARNING IS ENABLED THROUGH:

- Daily gross and fine motor experiences and opportunities
- Continual access to a range of fine motor resources and provision
- Opportunities to develop core strength, stability, spatial awareness, co-ordination and agility
- Gross motor skills for healthy bodies and social and emotional wellbeing
- Fine motor skills for precision and hand eye co-ordination
- Developing proficiency, control and confidence with a range of tools

Physical Development

Gross Motor Skills | Fine Motor Skills

Physical Development is essential for success and is developed continually through our provision - from small world/sand equipment to large blocks and wheeled toys. Children independently access playdough, tweezers, mark making equipment, tools and large and small construction toys. We develop core strength for sitting through mark making on tummies and encourage shoulder movement activities. We teach effective pencil grip using the PINCH, FLIP, GRIP technique

St Werburgh's & St Columba's Catholic Primary School
EYFS

Autumn 1 Knowing Me, Knowing You!	Autumn 2 Let's Celebrate!	Spring 1 Let's Explore!	Spring 2 Out of this World!	Summer 1 The Great Outdoors!	Summer 2 Super Me, Super You!

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Gross Motor:

Experiment with travelling and moving around safely in all areas of shool environment - playground, forest, classroom, outdoor area.
Run, hop, skip, jump, walk, jog, march, sprint, roll, crawl, slide.
Roll, pass, throw and catch - watch, hands ready, hold it tight.
Put hands out to help balance.
Match movement to music.

Fine Motor:

Use ribbon sticks, paintbrushes, chalks, crayons, pencils etc to make straight lines and circular movements.
Pen Disco
PINCH, FLIP, GRIP technique
Have a go at fastening buttons, velcro on shoes and zips
Use pencils. scissors and all equipment safely, recognising the importance of safe practises with tools which are accesible at all times.
Use cutlery at meal times.
Become familiar that we have a preferred hand
Learn letter formation as per ELS phonics teaching sequence

Gross Motor:

Know we can move our bodies in different ways to travel .
Roll, pass, kick, throw, and catch equipment such as different sized balls, hoops, beanbags.
Travel safely across a range of equipment with increasing independence
Begin to work as a team/with others, taking turns

Fine Motor:

Know and use preferred hand
Use cutlery at meal times.
Pen Disco
PINCH, FLIP, GRIP technique
Learn and practice letter formation as per ELS phonics teaching sequence

Gross Motor:

Develop confidence and skills in preparation for Sport's Day: sprint, underarm throw, overarm throw, jump, hurdles.
Develop confidence and skills in swimming
Take turns and work co-operatively – passing, sharing, with adult support/independently
Use a variety of fundamental movements – jump, catch, throw, kick, roll, crawl, slid, balance, jog, walk, run, march, hop, skip.
Know movements can be combined to link and travel.

Fine Motor:

Use anticlockwise movements when forming some letters – a c d e g o q s. Retrace lines when forming certain letters – b d h m n p q r u y.
Know some letters are tall/short and their position
Pen Disco
Use cutlery
Know and use preferred hand
PINCH, FLIP, GRIP technique
Refine letter formation as per ELS phonics teaching sequence

ELG: 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.
Fine Motor Skills: 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.

Foundation skills to KS1

Physical Development underpins the development of children's health and wellbeing. Gross and find motor skills are vital for children to achieve academic success. To successfully access the Year 1 Physical Education curriculum, children should transition from EYFS with a foundation in fundamental movement skills and spatial awareness.
Children will:
- Confidently run, jump with bent knees for safe landings, hop, and skip.
- Stand on one leg, balance while moving, and link two or more movements (like rolling and jumping) together.
- Throw underarm, catch larger balls or beanbags with both hands, kick or roll a ball.
- Safely climb and navigate large play equipment, understand how to move over, under, and through.
- Find an empty space, change direction, and move in different pathways without bumping into others.
- Know that rules and safety instructions are in place to prevent accidents.
- Use tools and equipment, such as scissors to cut, safely handling cutlery, and master a tripod grip.
- Independently manage personal hygiene e.g., washing hands and taking off/putting on coats, shoes..

Literacy

Comprehension | Word Reading | Writing

EYFS

DEVELOPMENT MATTERS

3 and 4 year olds will be learning to...

- Understand the five key concepts about print:
  - print has meaning,
  - print can have different purposes,
  - we read English text from left to right and from top to bottom,
  - the names of the different parts of a book,
  - page sequencing
- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes,
  - count or clap syllables in a word,
  - recognise words with the same initial sound, such as money/mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example:
  - writing a pretend shopping list that starts at the top of the page;
  - writing 'm' for mummy
- Write some or all of their name.
- Write some letters accurately.

Reception children will be learning to...

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

ELG

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

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

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

LEARNING IS ENABLED THROUGH:

- Developing a life long love of books through use of high quality texts and engaging teaching
- Developing language through talk, play and quality interactions
- Enjoying the written word together through engaging story times and teaching
- Securing reading through quality daily phonics learning and continual opportunity to practice
- Using rhymes and mnemonics to practise and reinforce letter formation
- Transcribing and articulating ideas in speech before composing in writing

Literacy

Comprehension | Word Reading | Writing

Children are exposed to a range of experiences to support their Literacy skills, with independent access to a range of tools,, texts, stories/rhymes and opportunities to develop letter recognition, reading and writing skills. Mark making and a love of stories are promoted throughout provision, and Drawing Club provides the perfect inspiration for creativity, Literacy and imagination.

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EYFS

Autumn 1 Knowing Me, Knowing You!	Autumn 2 Let's Celebrate!	Spring 1 Let's Explore!	Spring 2 Out of this World!	Summer 1 The Great Outdoors!	Summer 2 Super Me, Super You!
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension starts from birth. It only develops when adults talk with children about the world around them and the books they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Print carries meaning and is read from left to right, top to bottom. A character is a person, animal, being, creature, or thing. Talk about stories heard. Notice rhyming words. Identify and suggest words starting with the same sound. Words are made up of sounds. Make marks and give meaning. Know 'tricky words' can't be sounded out and recognise some taught tricky words. Hear, say, read and write taught sounds using the letter formation rhymes. **Orally segment and blend dictated words** **Write taught sounds on request.**	A setting is the place where a story happens. Engage in book talk. Suggest rhyming words. Identify words starting with the same sound. Mark make using different tools. Know 'tricky words' can't be sounded out Hear, say, read and write taught sounds using the letter formation rhymes. Recognise some taught tricky words. Know that words have finger spaces between them. Orally segment and blend dictated words. **Write some simple dictated words (taught sounds)**	Talk about beginning, middle, end, setting, characters etc. There are different book categories fiction/non fiction Ask and answer questions about shared books to demonstrate understanding. Recognise taught sounds and and increasing number of taught digraphs and trigraphs. Orally segment/blend phase 2 and 3 words. Hear, say, read and write taught sounds using the rhymes. Recognise some taught tricky words. Know that words have finger spaces between them. Orally segment and blend dictated words. **Write some simple dictated words and captions**	Words in books can be decoded to read sentences. Words are written in sequence to communicate meaning/make captions/sentences. Recognise an increasing number of taught tricky words. Read taught phase 2/3/4 sounds and words. Read Phase 2 tricky words. Recognise the sounds in simple words – segmenting and blending cvc cvcc and ccvc words.e.g. cat, nest, flip. Know some letters are tall /short Begin to consistently write letters with correct formation. **Write some simple dictated words and captions with finger spaces with increasing independence**.	Talk about stories confidently, Retell familiar stories with story language using story maps Decode words using taught sounds to read captions and sentences with increasing independence. Hear phonemes in words and link them to the corresponding graphemes. Segment and blend cvc cvcc and ccvc words.e.g. cat, nest, flip with increasing independence. Begin to write words in play/continuous provision. Read Phase 2 tricky words. Read an increasing number of Phase 3/ 4 tricky words. Begin to consistently write letters with correct formation. **Write dictated words and captions and simple sentences with finger spaces and full stops with increasing independence**.	Talk confidently about what they have read and stories they have heard. Talk about features of a story. Retell a number of familiar stories using props or storymaps to help. Invent stories through oral narratives in play or written 'books' in continuous provision. Confidently segment and blend Write words with taught sounds independently in play/continuous provision. Read Phase 2, 3, 4 tricky words. Consistently write letters with correct formation. Write for purpose/pleasure - invitations, registers, messages etc **Write words, captions and simple sentences for a range of purposes with finger spaces and full stops with independence.**

ELG: 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.
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.
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.

Foundation skills to KS1

Children will:

- Say a specific sound for all Phase 2 sounds and as many Phase 3 digraphs as possible..
- Blend individual sounds together to read words (e.g., c-a-t says "cat").
- Read aloud simple sentences and books that match their phonics level, including "tricky" words.
- Pay attention and listen to stories and instructions without being distracted.
- Retell familiar stories using their own words and key vocabulary, and predict what might happen next
- Use newly learned words from stories, poems, and discussions in their everyday conversation
- Form most lower-case and capital letters correctly.
- Hear a simple word and break it down into sounds to spell it, even if "phonetically plausible" (
- Write short, simple sentences that can be read by themselves and others, usually starting with a capital letter and ending with a full stop.
- Develop fine motor skills and hand strength to comfortably hold a pencil, preferably with a tripod grip.

Mathematics

Number | Numerical Patterns

St Werburgh's & St Columba's Catholic Primary School
LOVE LEARN LAUGH
EYFS

DEVELOPMENT MATTERS

3 and 4 year olds will be learning to...

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route and use words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size/length/weight/capacity.
- Select shapes: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Talk about and identify the patterns around them. Eg: stripes on clothes, designs on rugs and wallpaper. Use informal language: pointy, spotty, blobs
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern
- Begin to describe a sequence of events using words such as 'first', 'then...'

Reception children will be learning to...

- Count objects, actions and sounds.
- Subitise
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other
- shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

ELG

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.

LEARNING IS ENABLED THROUGH:

Developing mathematical thinking by comparing eg weight/length and combining/moving shapes

Using manipulatives, images and mnemonics to secure knowledge and vocabulary

Understanding that one number can be made up from (composed of) 2 or more smaller numbers

Look for and find patterns to help understand and notice mathematical relationships

Compare numbers to understand which numbers are worth more or less than each other

Understand cardinal value of a number as the 'howmanyness' of things it represents

Mathematics

Number | Numerical Patterns

Numbers need to be real and meaningful to young children and we recognise the importance of using numbers in context. We engage children in real-life maths experiences and the chance to repeat them often as this is how they remember them. We use mathematical language to support thinking. We observe what they are doing during play we and make links to numbers in context to revisit and embed concepts.

St Werburgh's & St Columba's Catholic Primary School
EYFS

Autumn 1 Knowing Me, Knowing You!	Autumn 2 Let's Celebrate!	Spring 1 Let's Explore!	Spring 2 Out of this World!	Summer 1 The Great Outdoors!	Summer 2 Super Me, Super You!
By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Subitise within 3 Identify sub-groups in larger arrangements Create patterns for numbers within 4 Practise using fingers to show quantities Subitise in a range of contexts, including patterns made by sounds Relate the counting sequence to cardinality, knowing the last number said is the total Opportunities (including rhymes) and songs, to develop knowledge of the counting sequence Develop 1:1 correspondence, including by coordinating movement and counting Understand that anything can be counted, including actions/sounds Strategies for counting accurately All numbers can be made of 1s Compose collections within 4 Compare sets according to attributes, including numerosity Use language of comparison, including 'more than' and 'fewer than' Compare sets 'just by looking' Recognise and Name 2D shapes Copy and continue patterns. Spot patterns in the environment Match objects/pictures to objects	continue from first half-term subitise within 5 Continue to develop counting skills Explore the cardinality of 5, linking to dice patterns/5 fingers on hand Begin to count beyond 5 • Begin to recognise numerals, relating these to quantities that can be subitised and counted Explore 'wholes' and 'parts' by looking at objects that are composed of parts Explore the composition of numbers within 5 Compare sets using a variety of strategies Compare sets by matching - when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. Recognise and name 3D shapes. Find 2D shapes within 3D shapes. Use 3D shapes for tasks. 3D shapes in the environment. Idfentify more complex patterns.	Continue to explore patterns within 5 to aid confidence in subitising Develop verbal counting to 20 and beyond Use a range of strategies to develop object counting accuracy Continue to explore composition of 5 Practise recalling missing parts for 5 Continue to compare sets Explore a range of patterns made by numbers greater than 5, including structured patterns where 5 is a part Experience patterns which show a small group and '1 more' Match arrangements to finger patterns. Link counting to cardinality, including using fingers to show quantities between 5 and 10 Order numbers, linking cardinal/ordinal representations of number. Explore the composition of 6, linking this to familiar patterns, including symmetrical See that numbers within 10 can be composed of '5 and a bit'.	Explore symmetrical patterns where each side is a familiar pattern, linking to 'doubles' Continue to consolidate understanding of cardinality, with larger numbers within 10 Become more familiar with the counting pattern beyond 20. Explore composition of odd/even numbers Begin to link even numbers to doubles Begin to explore composition of numbers within 10. Compare numbers, reasoning about which is more, using knowledge of the 'howmanyness' of a number, and its position in the number system. Select shapes for a purpose Rotate and manipulate shapes Explain shape arrangements Compare mass Observe/talk about weights of objects using balance scales Explore/compare capacity of containers	Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns Use subitising skills to identify when patterns show the same number in a different arrangement, or when patterns are similar but have a different number Subitise structured and unstructured patterns, including those showing numbers within 10, in relation to 5 and 10 Identify when to count and when groups can be subitised. Continue to develop verbal counting to 20 and beyond, including starting from different numbers Continue to develop confidence and accuracy in both verbal and object counting. Explore composition of 10 Order sets of objects, linking to understanding of the number system.	Consolidate understanding of concepts previously taught through working in a variety of contexts and with different numbers. Explore and compare length and height of objects

ELG: 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.

Foundation skills to KS1

- Compare quantities using vocabulary like "greater than," "less than," and "the same as" up to 10.
- Recognise, create, compare and describe repeating patterns (using colours, shapes, or sounds) and identifying basic 2D and 3D shapes.
- Count, order, compare, subitise and use mathematical language to discuss groups of objects up to 10.
- Count accurately using a range of skills, groups up to and beyond 10.
- Use comparative language to describe size, weight, capacity, and time (e.g., "heavier," "taller," or "first").
- Recognise some numbers and features of numbers beyond 10
- Understand one more and one less

Understanding the World

Past & Present | People, Culture & Communities | The Natural World

EYFS

DEVELOPMENT MATTERS

3 and 4 year olds will be learning to...

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Reception children will be learning to...

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

ELG

Past and Present

- 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
- Understand the past through settings, characters and events encountered in books read in class and storytelling

People, Culture and Communities

- 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.

The Natural World

- 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 hanges in the natural world around them, including the seasons and changing states of matter.

LEARNING IS ENABLED THROUGH:

- Making sense of children's physical world and community
- Broadening experiences to build knowledge, awareness and sense
- Enriching children's vocabulary related to their world
- Nurturing and sparking children's natural interests and curiosity
- Using play and practical activities and to support children's learning

Understanding the World

Past & Present | People, Culture & Communities | The Natural World

We nurture children's natural curiosity through rich, hands-on experiences that engage the senses, inspire exploration and support them in understanding similarities and differences, celebrating global traditions, and comparing past and present. In doing so, children develop new vocabulary and grow as confident, reflective thinkers in a natural and engaging way.

St Werburgh's & St Columba's Catholic Primary School
EYFS

Autumn 1 Knowing Me, Knowing You!	Autumn 2 Let's Celebrate!	Spring 1 Let's Explore!	Spring 2 Out of this World!	Summer 1 The Great Outdoors!	Summer 2 Super Me, Super You!
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words ,that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Find out about how they have changed since they were born Understand how humans grow and change Recognise/talk about the changes in themselves from babies to now Name and talk about parts of the body and face Develop positive attitudes about differences between people (learning names, looking at the different types of houses people live in – who lives in your house?) Notice and comment on seasonal changes	Talk about changes in materials through cooking (gingerbread) Understand that we can join the rest of school to celebrate Mass Recognise that people have different traditions and customs Talk about ways we celebrate traditions Notice/discuss seasonal changes Find out about the lives of some people in the past (Guy Fawkes) Know that the Christmas story is in the Bible Retell the Christmas story	Develop awareness of our world Find out about other places around the world and in UK Know that places have different animal life/weather/landmarks. Gain experience in looking at and drawing maps. Talk about different types of weather and how weather changes with the seasons. Know that different animals live in different habitats. Understand and talk about ice and how to change it. Understand some traditions around Chinese New Year/Valentine's Day.	Know our planet is called Earth and recognise it Develop an awareness of space, find out about planets in our solar system Find out about other places around the world and in UK Talk about seasonal weather changes Recognise that different animals live in different habitats. Find out about life cycles and talk about what has been observed Know importance of washing hands when making food Observe and talk about changes in state when chocolate is heated	Find out about life in the past through settings and characters Find out about why castles were built and what they were used for Learn about environments and habitats of different animals Observe different animals/plants and use prior learning eg chicks hatching/plants grown at home to note and explain similarities and differences Know what plants need to grow and be investigators to find out what happens to plants in different places Talk about different seasonal weather changes	Find out about the lives of people around us and their roles in society. Know that we have changed since birth and we will continue to grow and change – talk about aspirations for the future. Find out more about the school environment – look at school from a range of views – bird's eye, street view – make comparisons and talk about differences. Follow a simple map to find different locations around school. Recognise the importance of being healthy – exercise/food choices/sleep.

ELG: Past and Present: Talk about the lives of the people around them and their roles in society.
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities: Describe 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
The Natural World: 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

Foundation skills to KS1

History Foundations:

- Recognise time concepts - past and present/ how things have changed from when we were babies to now.
- Using stories, books, and recounts from family members to understand the past.
- Identifying the roles of people in their community (e.g., doctors, police, teachers, firefighters).

Georgaphy Foundations:

- Describing immediate local environment using simple maps and directional language.
- Identifying basic similarities and differences between contrasting environments.
- Knowledge of what our planet Earth looks like and have some awareness of the solar system.
- Knowing that families, communities, and traditions can differ from their own.
- Understand that others may not enjoy the same things and learning to be respectful of these differences.

Science Foundations:

- Ability to observe plants, animals, and natural processes, and describe what they see in full sentences.
- Recognising seasons e.g., changes in weather, trees, and daylight) and exploring concepts like lifecycles
- Knowing what living things need to survive.
- Understanding properties of materials and processes (e.g., floating and sinking, melting and freezing).

Expressive Arts and Design

Creating with Materials | Being Imaginative and Expressive

EYFS

DEVELOPMENT MATTERS

3 and 4 year olds will be learning to...

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises
- Show different emotions in their drawings and paintings
- Explore colour and colour mixing.
- Show different emotions in their drawings – happiness, sadness, fear, etc
- Listen with increased attention to sounds
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the moving melody eg up and down, down and up of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas

Reception children will be learning to...

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

ELG

Creating with Materials

- 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.

Being Imaginative and Expressive

- 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.

LEARNING IS ENABLED THROUGH:

- Play is prioritised and celebrated. Children are supported to be expressive through creativity
- Supporting imagination and creativity
- Quality, engaging and inspiring materials and stimuli for learning and engaging
- Explore and play with a wide range of media, techniques, tools and materials
- Quality experiences to see, hear and participate in
- Develop understanding, self expression, vocabulary and confidence to 'have a go'

Expressive Arts and Design

Creating with Materials | Being Imaginative and Expressive

We develop children's creative expression by providing a balance of independent and guided/modelled opportunities for children to manipulate art tools, experiment with sound, instruments and textures, sing, dance, and engage in imaginative role-play. We prioritise the creative process over a perfect final product, supporting children to build confidence, fine motor skills, and creative thinking.

St Werburgh's & St Columba's Catholic Primary School
EYFS

Autumn 1 Knowing Me, Knowing You!	Autumn 2 Let's Celebrate!	Spring 1 Let's Explore!	Spring 2 Out of this World!	Summer 1 The Great Outdoors!	Summer 2 Super Me, Super You!
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Learn and sing simple songs Sing familiar nursery rhymes Learn school routine songs – good morning/afternoon and morning/lunch/home time prayers Make marks through guided and independent activities - pens, pencils, crayons, paint, chalk Close lines to make shapes and objects. Know that drawn shapes and objects can represent anything. Look closely at objects to draw with accuracy and detail. Choose different colours to paint/colour different things Use simple tools e.g. scissors, sellotape, simple modelling tools, shape cutters, brushes, pencils. Know ideas can be represented through media -eg self portrait. Use a range of items in pretend play to retell or develop our own stories. Purposeful creative play with adults.	Retell familiar stories using props and storymaps Know a story can be performed for an audience's pleasure and entertainment (performing in the EYFS Nativity/watching the Storyhouse performance) Pitch - how high or low a note is. Tempo is the pace or speed music is played at. Volume is how loud a sound is. Know pitch tempo and volume can be changed to alter sounds. Know instruments need to be plucked, struck or blown to create sounds. Produce products for different purposes – eg decoration, card Roll/squeeze/press/cut clay/dough to manipulate it into a desired shape Know about and copy features of famous artists work e.g. add dots to pumpkin pictures in the style of Yasoi Kusama	Play an instrument following a musical pattern. Combine movement and music to express different feelings. Create stories through play, making connections to familiar stories and using story language and sequencing. Use a range of techniques e.g. printing, painting, collage, sculpting, modelling, drawing, cutting, joining, sticking. Know the qualities of different media – e.g. paint can be mixed for new colours, paper can be layered, pastels rubbed to blend Create and retell narratives Experiment with different media, tools and techniques Join materials using sticky tape, glue, string, treasury tags, split pins, paper clips, elastic bands. Spot improvements and make change eg glue not strong=use tape.	Learn and perform new songs, plus perform familiar ones Sing familiar nursery rhymes Create and retell narratives based around stories Add detail to drawings and pictures Use sculpture/3d objects to create 3d work Experiment with different media, tools and techniques Join materials using sticky tape, glue, string, treasury tags, split pins, clips. Recognise improvements and make changes e.g. when glue isn't strong enough, use tape Use a wide range of creative materials for expression Be supported in role play and small world play to enable them to engage in purposeful creative play Print and create with different materials Learn skills of using water colours Use lines/shapes to create maps	Learn and perform new songs, plus perform familiar ones Sing familiar nursery rhymes Watch and create dances Engage in mark making opportunities through teacher focus and independent activities Use a wide range of creative materials for expression Retell familiar stories using props and storymaps. Be supported in role play and small world play to enable them to engage in purposeful creative play Print and create with different materials Learn skills of using water colours	Know about and copy features of the work of others Evaluate own and others work – positive features that work well, areas that need strengthening support etc Talk confidently and sequentially about creative processes – eg how something has been made. Independently apply skills and knowledge learned to create, perform and play. Know and make choices about alternative ways to join and fix may work better with different materials. Use previous experience with project development – joining, connecting materials etc to improve later work. Confidently perform songs, rhymes, movement, music as part of a group or class either as part of taught sessions or through continuous provision.

ELG: Creating with Materials: 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,
Being Imaginative: 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.

Foundation skills to KS1

- Use one-handed tools (scissors, paintbrushes) with increasing precision. Using a comfortable tripod grip to control mark-making and drawing.
- Experiment with colour (including mixing primary colours), form, pattern, and texture to represent objects and ideas.
- Safely use everyday objects and recyclable materials to build models, using tape and glue purposefully.
- Share creations and verbally describe what they made and how they made it
- Use lines to enclose a space and draw recognisable pictures. Look closely at objects to represent them in drawings and sculptures and return to a piece to refine or add more detail.
- Participate in pretend play, using objects to represent something.. Invent, adapt, and recount narratives.
- Sing a range of well-known nursery rhymes and copy/repeat simple beats using instruments or body percussion. Move in time with music.
- Plan what they want to make before starting the task.
- Show awareness of other artists' or makers' work and verbally describe similarities and differences