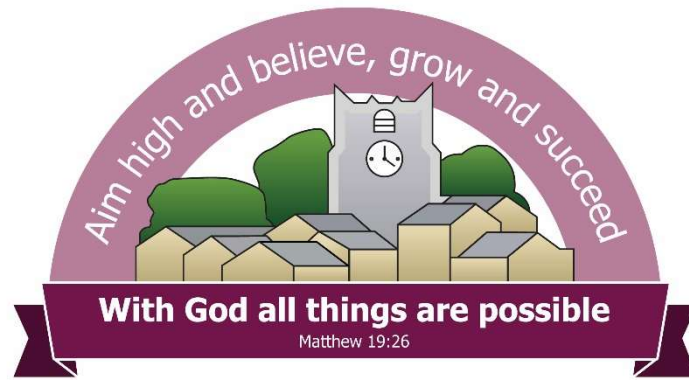


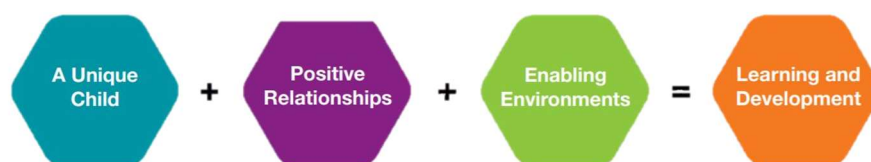


Early Years at Darley Churchtown

Our curriculum and curricular goals

Our Early Years principles:

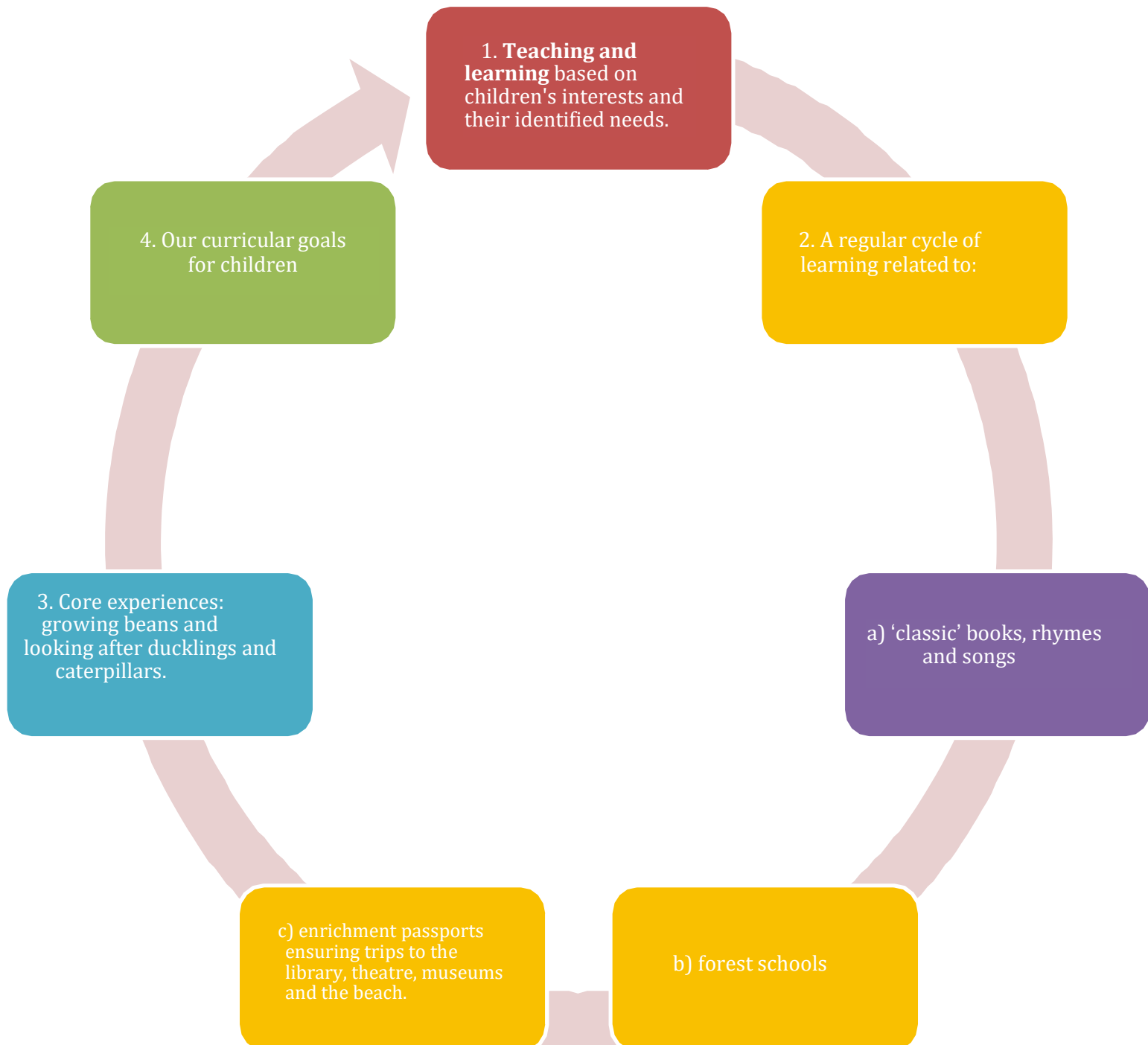
Our principles for our Early Years build upon the four overarching guiding principles outlined in the Early Years Framework.



- All children should be provided with the best possible start to their education to ensure they can flourish and be confident life-long learners.
- The Early Years Foundation Stage (EYFS) forms the foundation to success for every child. Whilst every child is **unique**, we believe all children can be resilient, capable, confident and self-assured.
- We believe every child can flourish with the right help and that they may progress at different rates.
- For children to achieve their best, they need to be happy, confident and settled. We make children's enjoyment and choices our priority and provide high-quality care for all.
- Our children benefit from **positive relationships** with all adults. Our staff explicitly model and teach our shared behaviour principles: calm, kind and mindful.
- Effective teaching and learning in the EYFS meets children's identified needs and interests. We carefully create an **enabling environment** which helps children to learn and develop in all areas of our curriculum.
- We work together with parents. We work in close partnership with all of our parents so all children benefit from a successful early years (both at home and at school).
- Different aspects of early learning require different approaches. Much of early maths learning is sequential: learning new concepts must build on the solid foundations of earlier concepts. On the other hand, learning about the world is much less sequential. The order of learning matters less than building on children's interests and widening their horizons.
- Children develop and **learn** at different rates. Children's additional needs, such as special educational needs, are identified quickly. All children promptly receive any extra help which they need so they can progress well in their learning from their starting point.

Our Curriculum Overview

We offer a high quality broad and balanced curriculum based upon the needs of our children. Our curriculum has the following four main elements:



Our curricular goals at Darley Churchtown

Our curricular goals are shared with all parents before children start Early Years. The clarity helps parents to get involved and support their children's development and learning at home. We then discuss progress against these with parents throughout the year (as we work towards all children achieving the expected ELG standard).

We regularly review our curriculum and the resources we use. We want a curriculum that includes '[*meaningful and culturally diverse material*](#)' and which '[*commemorates diversity*](#)'. This is further supported by the discrete teaching of Religious Education, P.S.H.E. and Relationship and Sex Education.

Become	Become a confident and resilient learner and classmate
Celebrate	Celebrate differences and similarities
Follow	Follow recipes
Ride	Confidently and safely ride a scooter and balance bike
Care	Care for the animals and plants in our school
Create & sew	Create your own gallery of paintings & design, sew and make your own teddy bear
Perform	Perform a song and a dance
Design	Design your own library and stock it with your books
Write	Write a letter and post it
Play	Play a maths game using knowledge of number to 10.

Our curricular goals at Darley Churchtown

1. Become a confident and resilient learner and classmate

ELG: Self Regulation, Managing Self & Building Relationships

First milestone: Children separate confidently from their parent/carer at the start of the school day and become involved within the classroom, enjoying exploring new activities. They participate in 1:1 and small group discussions and pretend play, offering thoughts and insights, using recently introduced vocabulary. They begin to negotiate with another child and within a small group. Children know the class behaviour rules. They make positive relationships with staff.	As children grow in confidence: • their involvement in learning deepens • they explore a wider range of activities • they play for longer periods of time • they play alongside and then with friends. • they play collaboratively in groups. • they develop their 'pretend play' by communicating with adults and peers in a range of situations. • Where children need individualised and additional help, this will be offered promptly. Help includes: • individual meetings with parents to map a way forward • Early Help support.	How adults will support: • Carefully implement, model and monitor the school behaviour management system: gold, silver, green, amber and red. • Have high expectations for all children • Model how to form positive relationships with staff, children and parents • Provide engaging and purposeful activities within the CP. • Focus on Prime areas of learning, ensuring children are secure in Communication & Language, Physical Development and Personal, Social & Emotional Development before moving on. • Use circle time/ PSHE Matters scheme to support learning.	Key vocabulary: Share, take turns, work together, follow, school rules, forgive, persevere, compromise, settle, challenges, reflect
Second milestone: Children play cooperatively and take turns with another child and within a small group, showing an awareness of their own and others' needs/feelings. They articulate and follow the school rules and are beginning to overcome challenges with support. Children confidently try all activities within the classroom with growing independence, working towards goals within the provision, asking staff and peers for support when needed. They begin to set themselves goals/challenges.	As children's engagement and perseverance grows, they: • either challenge themselves with more difficult activities or they respond positively to adults challenging them • are confident with people around them, learning how to become a good friend • confidently engage with all adults, expressing themselves in clear and full sentences.	How adults will support: • Provide children with scaffolded opportunities within provision to take turns, share resources and work together • Explicitly model the process of turn taking by playing alongside and with the children using the key vocabulary. • Set up problem solving activities where children need to work together to solve the problem e.g. using the guttering to create a water slide • Continue to explain clearly to the children e.g. 'You are moving to the silver because...' 'you are moving to the yellow because...' • Work with children to support them to explore all areas of the provision. • Continue to use circle time/Jigsaw PSHE scheme to support learning. (refer to vocabulary)	
Third milestone: Children are resilient and persevere with difficulties. They set and work towards simple goals. They are able to wait for their needs and wants to be met and consider the needs/thoughts of others They make comments about their learning and show pleasure and pride in what they have done. They form positive attachments to adults	As children play and learn more collaboratively, over longer time periods and take part in more challenging activities they: • talk about and reflect on their learning • confidently and positively engage with staff and peers, using past, present and future tenses correctly • set themselves simple goals/challenges • negotiate when taking part in a group activity	How adults will support: • Through scaffolded activities, discuss how to be resilient and persevere • Model how to take turns, compromise and share • Encourage children to go back and develop an activity • Support children in talking about their learning • Continue to use circle time/PSHE Matters scheme to support learning.	

across the school and friendships with peers.

Children give focused attention to what teachers say, responding appropriately even when engaged in a task.

Final milestone: Consistently and independently, children reflect on their learning, through their Learning Journeys. They comment on their 'thinking' and the ways they go about their learning. They interact with all adults within the school, holding conversations, using full sentences, including the correct use of past, present and future tense and recently introduced vocabulary. They show an ability to follow instructions involving several ideas/actions.

2. Celebrate differences and similarities

ELG: Past and Present & People, Culture and Communities

First milestone: Children paint a self portrait, selecting and using an appropriate tones and colours. Children talk about and draw themselves and their families. Children are aware that families are different. Children discuss similarities between themselves and their peers, understanding how they are different and unique.	Children select the appropriate materials needed for painting a self-portrait. They look and compare their own self-portrait with their peers, identifying and acknowledging differences and similarities. Children begin to think about how they looked as a baby and how they have changed. Children talk about themselves and others in a positive manner.	How adults will support: • Provide children with opportunities to talk about the things we enjoy, encouraging children to identify how we are all different. • Encourage children to think about how we look and how we all look different. Discuss differences in hair, eyes, skin, beliefs, etc. Reinforce that we are all different and that's okay. • Provide children with mirrors and materials to create self-portraits. Praise children for identifying how we are all different. • Share stories about differences and similarities. Further explore this in friendship week (Odd Dog Out, Simon Sock)	Key vocabulary: Similarities, differences, hair, eyes, skin, colour, likes, dislikes, same, different Celebrations, celebrate, birthdays, Diwali, Diya lamps, rangoli patterns, Christmas, decorations, cards, Eid, Harvest, Easter, Chinese New Year, Chinese lanterns, prepare, differences, similarities, life
Second milestone: Children identify different celebrations, such as birthdays and religious holidays. They begin to become aware that some people celebrate different events. Children describe, talk about and visit the local area, beginning to recognise some similarities and differences between life in our community and others.	Children begin to explore and think about familiar celebrations and why we celebrate key events. They are beginning to be aware that some people celebrate different events. Children visit places within the local area, such as Whitworth Park. They talk about and describe their environment and compare this with different communities with the UK.	How adults will support: • Discuss different celebrations and key events as they occur: birthdays, Diwali, Harvest, Christmas, Easter etc. • Discuss what celebrations we take part in and ones we don't (e.g. Diwali). • Think about how we celebration special events. • Compare with how people celebrate key events such as Diwali. • Compare some similarities and differences between life in our community and others. • Set up role play and small world opportunities to encourage children to learn about familiar and new celebrations e.g. Chinese New Year in the home corner. • Ensure there are continuous opportunities throughout the year to learn about and celebrate different celebrations through the continuous provision and adult led activities • Children will make: - Diya Lamps - Rangoli Patterns - Christmas Cards - Christmas Decorations - Birthday Cards - Easter Cards - Chinese lanterns - Decorations for Eid	
Third milestone: Children enjoy taking part in different celebrations such as Christmas, Diwali, Chinese New Year, Easter and Eid, and gain an understanding that people believe and celebrate different things.	Children take part in group and whole class activities within the classroom. They learn about and explore different religious and cultural communities and celebrations through story times, performances, role play areas, and creative opportunities embedded into the continuous provision.		
Final milestone: Children accept and take part in a range of religious and cultural events, understanding and accepting similarities and differences in appearance, culture and beliefs. Children are confident to talk about their own ideas and beliefs, whilst acknowledging that other people might have different beliefs. Children are able to compare and discuss the similarities and differences between where we live and other communities within the UK and further afield. Children know that we are all unique but equally special and loved. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. (ELG-UTW). Talk about the lives of the people around them and their roles in society. (ELG-UTW). Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.			

3. Follow a series of recipes

ELG: Listening, Attention and Understanding, fine motor skills and PSED managing self

First milestone: With adult modelling, children mix different ingredients including sand and water, flour and water. They use simple tools e.g. wooden spoons, scoops, sieves, whisk, rolling pins, cookie cutters and plastic knives. They mix their own colours using power paint (using pipettes). They experience making mixtures in the mud kitchen. They name common fruits and vegetables.

Second milestone: Children continue to mix different ingredients (with independence). They use a growing range of simple tools e.g. whisks, paintbrushes of different thickness. They follow simple pictorial recipes in areas such as the mud kitchen. With adult support, they help prepare fruit for snack e.g. washing and cutting up an apple, peeling their banana, orange. They are able to say why fruit is good for them (in simple terms).

Third milestone:

Children use an increasing range of tools (knife, fork, peeler, whisk, spoon, masher and fingers) to prepare ingredients with increasing challenge e.g. bananas, oranges and apples. This includes independently peeling fruit during snack time. They continue to follow pictorial recipes e.g. in the mud kitchen that have several steps. They are able to say foods we should eat a lot of and which foods are treat foods.

Children will:

- explore a growing range of equipment e.g. different-sized buckets, tins and other containers with adult modelling (taking part in planned activities and independent play).
- mix substances together carefully, with adult guidance, e.g. mixing water and powder paint.
-

How adults will support:

- Provide daily opportunities in provision (e.g. sand pit, water tray, mud kitchen) for children to mix and stir ingredients.
- Ensure children have access to spoons, sieves, scoops, rolling pins, cutters and safety knives in areas of provision.
- Provide children with opportunities to mix powder paint with water to develop an appropriate colour and/or consistency. Discuss how much more paint/water we need to make it better. Use pipettes to carefully measure out water,
-

Key vocabulary:

Mix, stir, ingredients, measure, weigh, add, water, scoop, sieve, roll, rolling pin, mould, cut, knife, fork, peel, chop, mash, spread, measure, weigh, prepare

Name of fruit

Children will:

- become more precise in using equipment (e.g. filling the measuring equipment carefully to the top); they count the measures as they tip them out
- be introduced to tools used at the snack time to prepare their own snack e.g. washing and cutting up an apple As children become more used to working carefully using increasing gross and fine motor control, the adult reduces their support for the group.
- begin to make healthy choices e.g. wash hands after using the toilet/before food, have a drink when they are thirsty, eat a range of foods,

How adults will support:

- Support children in preparing their own fruit for snack time by encouraging them to peel their own oranges and bananas.
- Use knives and forks in the playdough area to encourage children to use the equipment correctly to help them chop and cut.
- Allow children to mix ingredients, such as flour, water and sugar to make a festive biscuit and/or Christmas decoration.
- Children use a rolling pin and cutters to independently roll and cut out their biscuit/decoration.

Children will:

- use a wide range of tools to prepare their own snack with minimal support
- make healthy choices with some consistency
- follow recipe cards and follow paint-mixing cards.

How adults will support:

- Continue to provide opportunities for children to prepare their own fruit for snack time.
- In adult guided sessions, provide the children with different tools to help prepare snacks, such as fruit peelers and mashers
- Provide opportunities to prepare and eat different foods e.g., make pancakes for Shrove Tuesday

Summer Term

- Ensure the children are confident with how to safely handle food and tools (including personal hygiene).
- Talk about healthy and unhealthy food choices, explaining why it is important to eat a varied diet.
- In groups and as a class, prepare a picnic to take onto the

fields. The children must prepare:

- sandwiches
- fruit kebabs/salads
- no cook flapjack.

Final milestone: Listen attentively and ask questions/comment during group/class discussions about healthy eating (ELG – PSED managing self) and during demonstrations of how to prepare/make food for the class picnic (ELG LA&U). Use a range of small tools e.g. cutlery to make a range of food for our picnic (ELG – fine motor). Work with a partner/ in a small group (holding a conversation) to follow simple steps to make a range of foods (ELG LA&U) They understand the importance of healthy food choices. (ELG Managing Self)

4. Confidently and safely ride a scooter and balance bike

ELG: Gross Motor Skills and Fine Motor Skills

First milestone: Children are able to balance on scooters with confidence and able to negotiate space safely.	Children are taught how to keep safe: use of helmet with adult support initially. As children become more confident at scooting, they will develop more control through: • Steering • Stopping • Starting • Negotiating space safely. They can negotiate staff made courses with increased speed and also when going slowly. Children will also negotiate the outside equipment with increased confidence.	How adults will support: • Staff will be officially trained in the programme of Balanceability. • Provide children with safe and regular opportunities to use the scooters and balance bikes. • Create different courses for children to follow. • Use balancability resources to create courses of differing difficulty. • Ensure children are able to vary the speed of the balance bikes and scooters, using speed safely • Ensure children know how to safely prepare to ride the balance bikes: Helmet, 2 feet on the floor etc. • As children increase in confidence, provide them with more challenge: weaving in and out of obstacles, going up and down ramps etc. • Identify children who are not able to achieve milestone 1 & 2 and provide with Balancability intervention.	Key vocabulary: Balance, ride, speed, scooter, bike, confident, move, fast, slow, direction, forwards, backwards, stop, brake, obstacle
Second milestone: Children scoot energetically on a set course, on the thinned wheeled scooters. They safely negotiate obstacles. They are introduced to Balance Bikes and apply concepts of safety.	Once children become confident at balancing, they scoot with increased confidence, keeping both feet off the floor. They will start to slow down using the rear brake (so they are balancing as they travel). This will be taught and promoted by staff. Once children become confident at moving on the scooters, and independently using a helmet, they are introduced to Balance Bikes and taught to avoid obstacles and other children. Adults will slowly raise the seat to encourage balancing with both feet raised for extended periods of time/distances.		
Third milestone: Children balance on a Balance Bike and are able to move energetically around the site with both feet off the ground. Children scoot energetically with increased use of the rear brake whilst balancing.	They will successfully navigate courses either on a scooter or Balance Bike involving: weaving in, around, on top of obstacles. They use the handlebars and brakes to safely avoid obstacles and other children.		
Final milestone: Children safely ride a scooter and Balance Bike, balancing with both feet off the ground, with co-ordination by steering and being able to slow down using a brake. They can ride a Balance Bike safely along the pavement.			

5. Care for animals and plants in our school

ELG: The Natural World & Managing Self

First milestone: Children begin to identify how to care and look after themselves and their friends. With adult help they can talk about what they see around them (seasonal changes)	Children will: - learn about basic ways of how to look after themselves e.g. keep clean, drink, eat healthy foods e.g. fruit, exercise - learn about different feelings e.g. happy, sad, angry - manage their basic hygiene needs e.g. undressing, dressing, - describe that they see outside.	How adults will support: - Talk about how we stay healthy, e.g. the importance of exercise, healthy diet, good hygiene etc. - Explore their feelings through stories. - Use circle time/ PSHE matters scheme to support children in learning how to get along with/look after their friends - Model/support children in managing their own basic hygiene and personal needs. - Take children on a walk and talk about what they see around them.	Key vocabulary: health, healthy, exercise, diet, food, clean, , care for, look after, baby, child, adult, grandparent, friend, brother, sister differences, similarities, changes,
Second milestone: Children identify how to care and look after themselves, their family and friends. Using modelled language they talk about seasonal changes (autumn and winter)	Children will: - begin to make healthy choices e.g. wash hands after using the toilet, have a drink when they are thirsty, eat a range of foods, talk about what exercise they like to do - name different feelings e.g. happy, sad, angry - be able to say what someone needs (a friend, a baby sibling or a grandparent needs to stay happy and healthy. - begin to name seasons and talk about changes around them.	How adults will support: - Discuss how we look after ourselves and our families at home - this will be further explored in our home corner area/continuous provision. - Think about how we might care for people and how this changes over time (e.g. differences between caring for a baby and a grandparent). - Learn about how animals care for their babies (links to topic about animals from Antarctica). - Provide opportunities for children to create and reinforce healthy choices in provision. - Children will take part in Friendship Week/Anti-bullying week. - Encourage children to support charity events e.g. Children In Need - Take children on seasonal walks and help children to plant bulbs.	Animals from Antarctica/The Arctic? wildlife, wild animals, bugs, mini beasts, insects, specific names/???? hedgehogs, birds, squirrels, forest schools,
Third milestone: Children can name animals that live in and around our school e.g. garden birds, mini beasts and hedgehogs and they know their basic needs. They create homes for these animals e.g. bug hotels, bird feeders and hedgehog houses. Children observe chicks hatch and grow and they take an active part in looking after them. They are able to name their basic needs. They are able to name the main stages of the life cycle of a chick. Children can name common farm animals and pets (and their young). and they know their basic needs.	Children will: - continue to develop further independence in making healthy food choices, exercise and managing their basic hygiene needs - learn how to clean their teeth properly - learn the names of the four seasons and begin to name things that happen during a season e.g. spring bulbs grow and baby animals are born. - identify different animals within the school grounds and know how to look after these animals/their basic needs (where appropriate links with the seasons are made) - name animals found in different habitats e.g. farm animals/pets and know the name of their young	How adults will support: - Identify the wildlife in our school and how we can look after it. - Look for and talk about things that are happening around them during different seasons (Winter/Spring) - Use Forest Schools activities/school field to plan and build bug hotels and hedgehog houses using natural resources - Purchase eggs from 'Living Eggs'. Encourage the children to observe how the animals hatch and grow (life cycle) - Support children in creating lists, captions and sentences about how to care for chicks and other animals in our school and at home (pets). - Visit a Farm and learn about the different animals and encourage children to learn how to handle animals with care. - Discuss how the animals are looked after on a farm and how this might be different to other animals	house, habitat, warm dry, food, shelter, Seasons and words associated with the seasons farm, animals, chicks, hatch, egg, grown, incubate, names of pets/farm animals and their young???

They name common spring plants, making links to the bulbs they planted in autumn.

- know the basic needs of these animals
- compare the needs of animals, identifying similarities and differences between animals from different habitats ??? - hard

- Orally compose sentences before writing/modeling 'I do'/'We do' and 'You do' to create pieces of writing about how to look after different farm animals, based on the school trip

plants – spring and common garden plants including vegetables

Summer 1

- begin to name species i.e. birds, insects and mammals.

African animals?

names of animal species - birds mammals, fish, insects

Sea life?

Final milestone: Children compare and know similarities and differences between plants and animals found in their own environment and a contrasting environment (Africa/seaside) drawing on their own experiences and what has been read in class. They continue to learn the names of plants and animals around them e.g. garden plants and local trees, making observations and drawing pictures of plants and animals and experience growing and looking after plants (from seed to mature plant) and minibeasts.

They name the four seasons and know some of the changes that happen to plants and animals in their locality as a result of the seasons. (reference to ELG The Natural World)

Children competently manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG Managing Self)

6. Create a gallery of paintings/artwork and make a teddy for a story

ELG: Creating with Materials, Fine Motor and gross motor

First milestone: Children create a self-portrait, holding pens, pencils and paintbrush with a quadruped or tripod grip. Children are able to form recognisable letters to form their name, with some adult support. Children use upper body strength to travel on the balance bar and balance/climb on the tyres.

Second milestone: Children will create paintings, artwork and junk modelled creations. They will use a growing range of tools, materials and techniques.

Children 'sign' their creations, forming a growing number of letters correctly and neatly. They are able to talk about their work to an adult/small group (with adult support)

Children weave ribbons in and out of a large frame outdoors on a large scale with adult support. As they grow in confidence, they begin to do this independently on a smaller scale.

Third milestone:

Children will continue to create paintings, artwork and junk modelled creations using materials, tools and techniques (e.g. simple joining and decorating techniques) showing skill and perseverance.

They use a 'tripod grip' for the majority of the time regardless of the brush, crayon or pencil which they use.

They are able to talk about their work to an adult/small group, commenting on the process (with minimal adult

Children will:

- explore a range of materials and media to create a self-portrait and other pieces of artwork.
- experience mixing and combining different media and materials (e.g. paint).
- develop their arm and shoulder strength using the large outdoor equipment.

How adults will support:

- Provide children with mirrors, paint and pencils to create a self portrait
- Encourage children to hold paintbrushes and pencils using a tripod grip
- Provide the children with lots of opportunities to develop a dominant hand for writing and to improve fine motor control
- Provide children with opportunities to recognise and write their name.
- Provide children with different media and materials to create paintings and pieces of artwork (e.g. paint, collage, crayons, water colours) and show them/talk to them about ways of using the media
- Ensure children have continuous access to outdoor provision, including the balance bar and tyres.

Key vocabulary:

pen, pencil, tripod grip, left hand, right hand, name, copy, write, paint junk modelling, draw, collage, create, make, paint, sign, signature, show and tell design, same different construct design, share, teamwork work together, large scale,

thread, weave, sew, stitch, binka, needle, bookmark, plan, design, felt, running stitch, scissors, cut

Children will:

- continue to explore a growing range of materials and media e.g. powder paint, water colours, pencils, clay, collage materials.
- further explore mixing and combining different media and materials (e.g. paint, collage).
- explore mixing colours and be able to talk about the new colours they have created.
- use adapted scissors, whole punches and sellotape dispensers safely and appropriately
- have opportunities to tread and weave e.g., thread beads/pasta onto a piece of string

How adults will support:

- Ensure children have access to well resources junk modelling and painting activities daily
- Ensure each area supports key skills
- Ensure children 'sign' each piece of artwork (as a non-negotiable)
- Provide children with opportunities to show and talk about their art work – adults to use careful questioning.
- Look at and talk about artwork from famous artists to help create our own – adults using clear and specific language.
- Use ribbons to thread between the fence outside.
- Provide opportunities within the provision for children to thread and weave in the fine motor area.

Children will:

- continue to learn to use new techniques, tools and media safely.
- explore making secondary colours and be able to talk about how to make a secondary colour and lighter/darker shades of colour.
- work independently and collaboratively to select the most appropriate media and tools to create their master piece
- share their creations with adults/peers, starting to explain the process they used to achieve the final outcome.

How adults will support:

- Provide children with opportunities to show, discuss and compare their creations with adults/their friends.
- Allow children to work together to create shared artwork on a large scale using a range of media:
 - Artwork in the outdoor area
 - Whole class artwork for Art Week
 - Using techniques from artists
- Provide opportunities for children to plan designs within the junk modelling area
- Continue to provide children with opportunities to show and talk about their art work – encouraging them to talk about process.
- Provide opportunities to develop children's cutting

support)		skills, ensuring they are able to hold scissors correctly and cut around a curved line • Support children in creating a bookmark for mother's day using thread and binka. Provide children with simple patterns to copy and support them threading the floss through the eye of the needle. • Provide opportunities for threading in the fine motor area of the classroom • Support fine motor and pencil control through fine motor interventions CP
Final milestone: Children independently create pieces of art work and 3D creations (experimenting with colour, design, texture, form and function). They select and safely use the appropriate tools, materials and techniques. They are able to share their creations, explaining the process they have used. They begin use their creations in their play, and enjoy testing and improving their models and artwork, listening and responding to the thoughts of others. Children design and plan to make a teddy (begin to show accuracy and care when drawing - ELG PD). They independently trace their outline (of either a teddy bear, gingerbread man or doll) onto their desired piece of fabric and correctly use scissors to accurately cut out their outline. They independently thread their needle and use a running stitch to attach 2 sides together. They add details such as eyes, a nose and mouth (use a range of small tools including scissors – ELG PD) and discuss how they could make it even better. Children enjoy using their teddies/dolls or gingerbread men during their play.		

7. Perform a song and dance

ELG: Speaking & Being Imaginative and Expressive

First milestone: Children can recall some simple action songs and nursery rhymes. They respond by moving their bodies to sounds they enjoy, such as music or a regular beat.	Children initially are provided with additional time to hear and complete rhymes. At the same time they develop their confidence to perform in front of a larger group. They develop their spatial awareness and enjoy listening and responding to music. Children begin to put actions and movements to music with direction from an adult, and perform as a group or whole class.	How adults will support: • Sing songs daily, encouraging all children to join in with words and actions. • Play music for children to explore (refer to Charanga scheme). • Play games that encourage the children to hear beat/pulse, rhythm and rhyme (refer to Charanga scheme). • Learn songs for key events: Harvest.	Key vocabulary: Sing, song, action, rhythm, rhyme, beat, perform, act, rhythm, rhyme, tempo, beat, pulse, instrument, genre, respond, music
Second milestone: Children show an awareness of beat/pulse when listening and moving to music. They are able to say if they like a piece of music and are beginning to say what they can hear. They can recall a growing number of nursery rhymes and action songs. They sing and perform in front of their peers and adults e.g. during Harvest Festival and the Nativity.	As children's interest and understanding of music develops, they begin to move rhythmically and in response to the music they hear. Children play a range of instruments by shaking, scraping, rattling, tapping. They can use props such as ribbons or pom poms to create different actions or create their own.	How adults will support: • Continue to provide opportunities for children to develop an understanding of beat/pulse, rhythm, pitch and rhyme (refer to Charanga scheme). • Provide children with musical instruments and a performing stage (outdoor). • Encourage children to join in (as a class, group and individually) during singing activities. • Learn songs for key events: Christmas, nativity. • Perform a nativity in front of friends and adults.	Instrument names

Third milestone: Children listen to a growing range of culturally diverse pieces of music. With adult support, they respond to the music with movement (beginning to use their own movements) With support, they are able to comment on the music e.g. pitch, tempo and feelings towards the music. They are able to copy and recall simple rhythms and find the pulse (clapping and using unpitched instruments). Children sing a range of well known nursery rhymes and songs (increasingly matching the pitch and following the melody). They improvise a song.

As children become more confident in themselves and the space, they can create and perform simple dance routines with some adult support, in front of a small group.

How adults will support:

- Continue to provide weekly music sessions, enabling children to further develop their understanding of beat/pulse, rhythm, rhyme, tempo, pitch (refer to Charanga scheme).
- Allow children to listen and respond to a range of music, discussing our likes and dislikes and what they can hear. Model using the correct musical terms.
- Continue to provide children with musical instruments and a performing stage (outdoor shelter). Vary and build on the instruments used and model using the correct names of the instruments.
- Encourage children to make up their own music/dance moves, develop actions and work together.

Final milestone: Children create a piece of music individually or in a small group. They create their own dance moves, moving in time with the pulse of the music when appropriate. They begin to physically respond to changes in the music, e.g. jump in response to loud/sudden changes in the music.

8. Design a library and stock it with books

ELG: Speaking, Comprehension, Word Reading and UTW (past and present)

First milestone: Children listen to a range of stories and take part in re-telling familiar stories using in a whole class and smaller group settings. With adult help, they can create their own story, using their own experiences using the small world equipment. Children use our class book area to choose a take home book that interests them with adult support to articulate the reason for choosing.	Children will: • read and look at story books throughout their day at school • use story spoons, finger puppets and other small world resources to re-tell familiar stories and traditional tales • begin to come up with their own stories and narratives, and become familiar with the way stories are structured.	How adults will support: • Provide children with daily story times, using high quality texts that encourage rich and new language and 'open windows' for our children (use of core book spine). • Ensure children have chance to listen to and retell key stories • Read a range of literature to children – fiction, non-fiction, poetry • Set up small world area to enable children to retell and create their own stories. • Play alongside children in the small world area to retell the book of the week. Adult to model key vocabulary. • Teach daily phonics lessons (in line with Little Wandle teaching sequence). • Facilitate reading practise sessions three times a week (encouraging word reading, prosody and developing comprehension) - week 4 onwards.	Key vocabulary: Story, storybook, fiction, non-fiction, poetry, author, illustrator, title, front cover, back cover, retell, act out, sequence, library, visit, book, genre, author, illustrator, favourite, celebrate, share, recommend, like, dislike
Second milestone: Children visit our class/school library, choosing books that interest them. They are able to choose a book including poems, stories, rhymes and non-fiction (using support when needed) that they enjoy reading and listening to and after reading it say if they enjoyed it or not. They are able to retell a simple story (with the help of pictures), making use of some new vocabulary.	Children will: • explain their reasons for their book choices (using a full sentence to explain their reasoning). • be encouraged to reflect upon whether their original selection was enjoyable.	How adults will support: • Continue to provide children with daily story times, using high quality texts (use of core book spine). • Adults from across the school visit to share favourite books and explain their choices. • Take children to the school library to explore, look at, read and share books. • Allow children to choose a book from the class book corner to take home. • Provide time for children to share their books with their friends, explaining what book they chose and why. Book talk – discuss our favourite books and why. • Encourage children to vote for their favourite book (to read at the end of the day). • Continue to teach and facilitate phonics lessons and reading practise (LittleWandle).	
Third milestone: Children share their library of favourite books with others and read a range of books which have been referred to them. They speak in full sentences, explaining their favourite parts of the stories. Children write book recommendations for their friends. They are able to talk about a story, non	Children will: • create 'libraries' of their favourite books and explain their choices and recommendations to a group. They enjoy finding and reading new books that have been recommended by others. They begin to write book reviews for the books in their 'library', thinking carefully about their favourite parts of each story.	How adults will support: • Continue to provide children with daily story times, using high quality texts (use of core book spine). • Encourage children to visit Matlock library. • Termly reading challenges encourage children to read at home and at school • Celebrate reading through whole class texts and events such as world book day • Have a 'bring your favourite books to school' day. Children share their favourite books with their friends and discuss why they are their	

fiction book or poem, using new vocabulary. Older children within the class share their stories younger and children ask questions of each other

favourite.

- Guided and independent challenges enabling children to recommend books to friends.
- Continue to teach and facilitate phonics lessons and reading practise (Little Wandle).
- Talk about differences between life in the past and today (using opportunities to explore concepts through stories)

Final milestone: Choose their favourite 5 books to make their own mini library, including some that they are able to read themselves. Use their phonic knowledge to read words and sentences that are consistent with their phonic knowledge (Lit – word reading ELG). Children are able to explain why they enjoy a particular book, poem or non-fiction book using full sentences (CLL – speaking ELG). They are able to retell a story and talk about a non-fiction book or poem to a friend or adult. The retelling will include recently introduced vocabulary (Lit – comp ELG). When reading a book about the past, children are able to talk about the setting, characters or events from the past are different to today (UfW – Past and Present).

9. Write a letter and post it

ELG: Communication & Language (speaking) and Writing

First milestone: Children can confidently identify their name and give meaning to the marks they make. Children hold their pen or pencil with a quadruped or tripod grip and write their name. As children's mark making develops they make an increasing number of small, controlled movements to form some clearly identifiable letters.	Through daily and deliberate practice children will write their name by: • Tracing • Copying • Writing independently Children are taught correctly form letters using the Little Wandle mnemonics and formation phrases Some children will begin to write other familiar words, able to hear the initial and final sounds in words.	How adults will support: • Continually talk with children and interact during play. Extend their sentences, ensuring children are speaking in clear, coherent sentences. • Engage in high quality talk with all children, ensuring you are modelling key vocabulary in each of the areas of the classroom. • Ensure all children take part in daily and weekly writing sessions, through morning work, phonics, whole class writing, and small writing groups, at an appropriate level. • Provide writing and fine motor opportunities in each area of the classroom. • Model how to use equipment appropriately, ensuring the children are able to use the equipment properly and effectively. • Use children's name cards during guided sessions and independently in continuous provision. • Ensure children are able to practise writing their name correctly daily e.g. during morning work. • Provide children with a high quality writing area that is continually well resourced and enhanced daily. • Model daily writing during provision, to the whole class and in small groups.	Key vocabulary: Sentence, question, word, label, list, name, captions, letters, story, beginning, middle, end, narrative, full stop, capital letter, tricky word, finger spaces
Second milestone: Children orally compose full sentences in response to a prompt, question or respond to a shared text. With daily, deliberate practice, children consistently form recognisable letters and words. They write lists and labels that are phonetically plausible and can write the common exception words I, the and is. Writing is recorded within writing books and learning journeys. Children independently use a tripod grip during independent and guided activities. Children use capital letters when writing their name.	Children accurately speak in full sentences. They use taught language (from the texts which have been shared). Children start to segment the sounds to spell CVC words using their knowledge of phonics.		
Third milestone: Children write their name independently using correctly formed lower case letters and a capital letter at the beginning. They consistently use a tripod grip during independent and guided activities. Children write captions and sentences with support. and begin to use capital letters and full stops. Writing is recorded within writing books and learning journeys.	With growing independence, children write for a range of different purposes: • Lists • Greetings cards • Tickets • Menus • Invitations They speak in with increased accuracy when using the past and future tense.	How adults will support: • Daily whole class and group writing sessions. These sessions build throughout out week and are based on a key text. • Every writing lesson consists of: - I do - We do - You do • High quality writing provision in all areas of CP	
Final milestone: Children understand the features of a letter and are beginning to use some capital letters, finger spaces and full stops with support. Children are introduced to conjunctions, such as 'and' and 'but' to extend their writing and orally compose sentences which are spoken with accurate verb tense agreement. Children write recognisable letters, most of which are correctly formed. Children independently write simple phrases and sentences that can be read by others. for a range of purposes. They spell words by identifying the sounds and representing them with the appropriate grapheme. Some words may be phonetically plausible.			

10. Play number games

ELG: Number & Numerical Patterns

First milestone: Children orally recite numbers past 5. They are able to accurately count up to 5 objects, saying one number for each item in order 1,2,3,4,5. They show 'finger numbers' up to 5 (finger Gnosis). They recognise and order numerals up to 5 and match the numeral with the right number of objects. Subitise numbers (up to 3 objects). Second milestone: Children orally recite numbers to 10 and beyond and are able to count backwards from 10 to 0. They count up to 10 objects, actions and sounds and can compare two sets to say which is 'more', 'less' or equal. They recognise and order numerals up to 10 and match the numeral with the right number of objects (its cardinal number value). They are able to find a number one more or one less (using numbers up to 5). Subitise numbers (up to 4 objects).	Using 'Power Maths' as our core scheme, children will be given short daily lessons (initially approx 20 mins) that teach key number concepts, building on and revisit prior learning. Daily opportunities will be provided to: - orally rehearse - review/revisit concepts - learn new concepts - apply learning in different ways. Opportunities will be given to revisit and build on their learning in our indoor and outdoor continuous provision – initially adult modelled/led when appropriate. Continue to use 'Power Maths' as our core scheme gradually increasing teaching/learning inputs. Continue to revisit and build on their learning in our indoor and outdoor continuous provision. Build on opportunities for both planned and child led learning.	How adults will support: - Provide daily opportunities for counting orally forwards and backwards e.g. number rhymes. - Provide regular opportunities for counting objects (using 1 to 1 correspondence) and matching to a numeral. Provide opportunities to count things in irregular arrangements and that are of different size. - Give children opportunities to count out or 'give' a number of things from a larger group (to support them in focusing on the stopping number'). These activities include playing a dice game to collect a number of things and track games/counting along a track. - Encourage children to record their developing understanding of number and counting initially using their own representations e.g. tally marks and pictures. - Model making up games. - Ask children – 'How do you know?' questions. - Model correct use of mathematical language and encourage children to begin to use the language.	Key vocabulary: count, number names to 10, 20 and beyond, more, less, equal, one more/one less, numeral, digit number bond, add, plus, and, take away, subtract, altogether makes, equals
Third milestone: Children confidently subitise (up to 5). With support, children explore the composition of numbers to 10. They are able to recall addition number bonds 0-5 (with the support of equipment). They begin to recall some subtraction number bonds 0-5 (with the support of equipment). They show 'finger numbers' up to 10 (finger Gnosis) to support partitioning in year 1.	Continue to use 'Power Maths' as our core scheme continuing to increase the length of teaching/learning inputs. Continue to revisit and build on their learning in our indoor and outdoor continuous provision. Encourage children to make choices about what they want to use to represent their maths and to solve problems, including playing games. Build on opportunities for both planned and child led learning.	How adults will support: - Continue to model playing and creating simple games. - Support children in learning how to write numerals (using formation rhymes to support). - Continue to model correct use of mathematical language and encourage children to use the language in different contexts.	

Final milestone: Children play number games that involve the skill of subitising (up to 5), recall of number bonds up to 5 (including subtraction facts) and some recall of number bonds to 10. Children can count beyond 20 including crossing boundaries 19/20 etc. They play games that require knowledge of numerical patterns within 10 (recalling odd and even numbers, double facts and halves of even numbers). Children design and make a game that incorporates one or more of the above concepts and teach a peer to play their game.

Overview of key learning in EYFS

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Cultural Capital</u>	Paint a self portrait Visit a church Make leaf rubbings	Visit a theatre Go for an autumn walk Perform a nativity Retell a story	Learn some yoga positions Plant bulbs and watch them grow Taste a new fruit Take a photograph	Visit a farm Make a sandwich for a picnic Search for butterflies	Invite grandparents to school Look at my house on a map Visit from the Emergency services	Write a postcard and post it Make and fly a kite Perform a song for Pre-school Make a paper boat and test to see if it floats
<u>Topic and key texts</u>	Once upon a Time Little Red Riding Hood- Mara Alperin Hanzel and Gretel – Mara Alperin Goldilocks and the Three Bears- Mara Alperin The Three Little Pigs- Mara Alperin Jack and the Beanstalk- Mara Alperin The Gingerbread Man- Mara Alperin Cinderella – Mara Alperin	Winter Wonderland Poles Apart- Jeanne Willis Lost and Found- Oliver Jeffers The Nativity- Juliet David The Twelve Dogs of Christmas- Alison Ritchie Don't Do That- Tony Ross Odd Dog Out- Rob Biddulph Jesus' Christmas Party – Nicholas Allan Blown Away – Rob Biddulph Over and Under the Snow – Kate Messner A Shine-a-Light Book: Secrets of Winter(and other titles)	Don't Wake the Dragon The Great Race – Emily Hiles Zog – Julia Donaldson Zog and the flying doctors – Julia Donaldson There is no dragon in this story – Lou Carter Don't wake the Dragon – Bianca Schulze The Knight who said No – Lucy Rowland Dragon Post - Emma Yarlett Dragon Stew – Steve Smallman	Furry Friends The great pet sale- Mick Inkpen Mog- Judith Kerr Mog and the Bunny- Judith Kerr Oi Dog- Claire & Kes Gray Oi Cat- Claire & Kes Gray Hairy Maclary- Lynley Dodd Billy's Beetle- Mick Inkpen Dogs don't do Ballet- Anna Kemp The bad Bunnies' Magic Show- Mini Grey	On Safari I am Bat – Morag Hood The Lion Inside- Rachel Bright Abigail-Catherine Rayner The Koala who could – Rachel Bright The Ugly Five – Julia Donaldson I'm a tiger – Karl Newson I'm not an elephant – Karl Newson Elmer – David McKee The Tiger who came to Tea – Judith Kerr Wild Symphony – Dan Brown	Under the Sea Deep in the ocean - Lucy Brunelliere Snail and the Whale - Julia Donaldson Sharing a shell – Julia Donaldson Tiddler- Julia Donaldson Barry the fish with fingers - Sue Hendra The Singing Mermaid – Julia Donaldson The Big Book of the Blue – Yuval Zonner Someone swallowed Stanley – Sarah Roberts Billy's Bucket – Kes Gray The treasure of Pirate Frank – Mal Peet Captain Flinn and the pirate dinosaurs- Giles Andrea
<u>Maths</u> Power Maths	Place Value – numbers to 5 Place Value – comparing groupsn within 5	Shape (2D & 3D) Place Value – Change within 5 Addition & Subtraction - Number bonds (within 5) Space	Place Value – Numbers to 10 Addition and Subtraction – Addition within 10 Measurement - (Length/Height/ Weight)	Place Value - Number bonds to 10 Addition and Subtraction – Subtraction within 10 Exploring Pattern	Place Value – Counting on and back Place Value – Numbers up to 20 Numerical Pattern	Shape Measurement – (Volume & Capacity) Sorting Time

Progression of Skills & Common Play Behaviours

We want our children to: know more – experience more – remember more so they are enabled to do more

Area	Skill	Emerging	Mid-Level	High Level
Literacy	Attention	- Focusing attention (3-4 years)	- Two channelled attention (4-5 years)	- Integrated attention (5-6 years)
	Dexterity	- Wrist Pivot - Fine motor movements	- Dip and pip joint movements - Movement through hand and fingers to mark make (pivot through wrist, knuckle and fingers)	- Intricate Fine motor movements
	Pencil grip	- Quadraped grasp (3-4 years)	- Static tripod grip (4-6 years)	- Dynamic tripod grip (6-7 years)
	Writing	- Hearing initial sounds - Letter formation - Hearing sounds in phase 2 cvc words (oral blending and segmenting – Aspect 7) - Writing/building phase 2 cvc words - Rhyming words - Recognisable figures, objects and letters - Smaller and more controlled marks	- Tricky words - Writing/building phase 2 cvc words - Letter formation - Build a sentence - Story scribing - Sequence a story - Retell a story - Write a list - Writing instructions	- Hear sounds in phase 3 words - Build phase 3 words - Break flow of speech into words - Use full stops and finger spaces - Write a story - Write a recount - Letter writing - Describing words - Write a story
	Reading	- Reading for independence and pleasure - Retelling stories Joining in with repeated phases	- Reading using phonics - Retelling stories - Predicting stories - Reading CVC, CCVC, CVCC words. - Reading tricky words - Reading simple sentences	- Comprehension in reading e.g. answering complex questions at the end of the story. - Reading sentences - Reading with fluency. - Beginning to sight read HFW. - Knows information can be retrieved from books and computers
Maths	Counting and Cardinality	- Saying number words in sequence (up to 9/10) - Tagging each object with a number (10) - Knowing the last number counted gives the total so far - Subitising: recognising small quantities without needing to count them all - Numeral meanings (numbers of personal significance, numbers up to 10) - Conservation: Knowing the number doesn't change if things are rearranged	- Saying number words in sequence (up to 19/20) - Tagging each object with a number (20) - Numeral meanings (20)	- Saying number words in sequence (up to 29/30) - Tagging each object with a number (30+) - Numeral meanings (20+)
	Comparison	- More than/less than (10) - Identifying groups with the same number of things - Comparing numbers and reasoning	- More than/less than (20) - Comparing numbers and reasoning - Knowing the 'one more than/one less than' relationship between counting numbers	- More than/less than (20+) - Comparing numbers and reasoning
	Composition	- Part-whole: identifying smaller numbers within a number	- Inverse: partition objects into 2 groups and recognise they can be recombined to make the same total	- Part-whole: identifying smaller numbers within a number and representing with numerals/number sentence

		- Inverse: partition objects into 2 groups and recognise they can be recombined to make the same total -	- A number can be partitioned into different pairs of numbers: e.g. bunny ears - A number can be partitioned into more than 2 groups - Number bonds: knowing which pairs make a given number (5 then 10)	- Inverse: partition and recombine numbers - A number can be partitioned into different pairs of numbers: e.g. tens and ones - A number can be partitioned into more than 2 groups: written as number sentences - Number bonds: knowing which pairs make a given number (20)
	Pattern	- Continuing AB patterns - Copying an AB pattern - Make their own AB pattern - Pattern spotting around us	- Spotting an error in an AB pattern - Identifying the unit of repeat - Continuing an ABC pattern - Continuing a pattern which ends mid unit - Symbolising the unit structure: Practical resources for AB or ABC - Making a pattern that repeats around a circle (AB or ABC) - -pattern spotting around us (AB, ABC)	- Making their own ABB and ABBC patterns - Spotting an error in an ABB pattern - Symbolising the unit structure: Practical resources for ABB and ABBC - Generalising structures to another context or mode: creating patterns in different mediums - Making a pattern that repeats around a circle (ABB or ABBC) - Making a pattern around a board with a fixed number of spaces
	Shape and Space	- Developing spatial awareness: experiencing different viewpoints - Developing spatial vocabulary: respond to - Shape awareness: developing shape awareness through construction -	- Developing spatial vocabulary: use - Representing spatial awareness - Identify similarities between shapes - Showing awareness of properties of shape (curved, flat) - Describing properties of shape (curved, flat) - Developing awareness between shapes	- Developing spatial vocabulary: left/right/in between - Showing awareness of properties of shape (faces, edges) - Describing properties of shape (faces, edges) - Developing awareness between shapes (3D shapes names)
	Measures	- Recognising attributes: e.g. long stick, adult is tall - Comparing amounts of continuous quantities: find something that is longer/shorter/lighter/heavier - Begin to use time to sequence events: day, night, yesterday, today, tomorrow, first, next, last -	- Showing awareness of comparing in estimating and predicting: How many ... will fit inside ...? - Comparing indirectly - Recognising the relationship between the size and number of units: identify which spoon will fill container the quickest - Begin to use time to sequence events: days of the week, morning evening, second, third, finally, sequence day - Beginning to experience specific time durations: how many sleeps until..., how many in a time duration	- Beginning to use units to compare things: bricks, cubes, meter sticks, jugs, rulers - Begin to use time to sequence events: knowing what happens at set times, beginning to understand o'clock and half past - Experience specific time durations: seconds, minutes, hours, half hours
Creative	Painting	- See Emerging dexterity and pencil grip - Marks made are obvious and planned - Paints pictures that are beginning to be recognisable, and says what the picture shows - Experiment with mixing colours - Use hands and fingers to mark make	- Can paint outlines of pattern/shapes and fill in with a different colour - Exploring tones - Mix colours to make secondary colours - Select the correct resources - Describe the work of notable artists - Create patterns and texture - Uses lines of different thickness - Understand various materials can be combined to create new effects	- Replicating techniques used by notable artists and designers - Describe techniques used - Mix media confidently - Mix colours to make the shade or tone they want - Use increasingly fine brushes or tools to produce the effect they want. - Creates representations of events, people, and objects. - Use colour to represent feelings

			- Paint or mark make using a variety of tools, eg thick and thin paintbrushes, cotton wool buds, sticks.	- Use ideas from artists to create own piece, talking about how art makes them feel
	Printing	- Body part printing - Printing using a variety of large objects - Explores and recreated textures and patterns with range of large materials. - Mono-printing using large surfaces eg tables - Press objects into sand, mud or playdough to make relief objects - Stencil printing (eg sticking a leaf on paper and rolling paint across then removing the leaf)	- Print using variously sized objects, including found objects like leaves. - Direct print with static objects (such as a vegetable) and moveable objects (such as a toy car rolled across the paper) - Create patterns and texture - Understand various materials can be combined to create new effects - Relief printing – eg sticking string on card and repeat printing with it - Mono-printing using marbling inks	- Describe techniques used in printing, and talk about what they have produced. - Create mixed media pieces including printing - Creates representations of events, people, and objects - Choose own materials and techniques to express their ideas - Design patterns using printing
	Cutting	- Tears paper with hands - Usually holds scissors correctly - Snips, eg to create a fringe - Cuts along straight lines and begin to rotate paper to follow a gentle curve or go around a right angle. - Cut playdough with scissors and blunt knives	- Cut a range of materials - Cut along different lines, including zig zags - Adapt materials by cutting them to fit - Cut soft fruit with scissors or knives - Cut masking tape and sellotape	- Cut circular shapes - Mix media to produce work, including cutting skills - Use cutting skills confidently in food prep, eg to cut toast or prepare apples with support. - Cut an appropriate amount of sellotape
	Joining / Collage	- PVA using glue spreaders - Folding card / paper - Tear masking tape - Use wood work tools to combine two objects, eg nail into wood or other material - Hole punch double - Weaving using large holes (eg trellis)	- Describe the work of notable artists (eg Andy Goldsworthy) - Use dexterity to combine materials with elastic bands and large paper clips - Use sticky tape - Stitching – hole punch and lace/wool/string - Weaving using smaller holes - Running stitch on binka or lacing cards using bodkins (large darning needles) - Treasury tags - Complex folding and tearing - Creates patterns - Understand various materials can be combined to create new effects e.g. layering fabrics or adding twigs etc. to weaving - Use a nail or screw to join two pieces of cork or wood or pre-drilled metal	- Describe and replicate techniques used by notable artists and designers - Running stitch using needles to create shapes they plan - Split pins and small paperclips - Select the most appropriate tool to shape assemble and join. - Creates representations of events, people, and objects. - Design, describe and make an object using wood and wheels
Role play / Small World	C&L S&L	- Introduces new storyline/narrative into their play - Use talk in pretending that objects stand for something else (eg 'This box is my castle') - Take on role in familiar home role play (mum, dad, baby etc) - Two-channelled attention: can listen and do - Listens to and respond to ideas expressed by others - Use language to re create and image roles and experiences in play situations	- Stick to main theme or intention - Use past, present and future tense form accurately - Start to use complex sentences (and, because) - new/exciting objects to talk about with peers - Explore fantasy world play inspired by stories and books - Use language to plan and create a role play setting - Give attention to what others say, respond appropriately while engaged	- Take on a role that involves imagination (e.g. Role that does not link to direct experiences) - Describing and explaining the structure and scenario set. - Direct the roleplay - Articulation of thought process and plans. - Asking questions and recognising they can be answered in different ways.

	PSED skills	- Care for equipment - Begin to resolve conflict - Include others in play, sharing ideas	- Include feelings/emotions in play - Play collaboratively and cooperatively - Take others' ideas into account	- Resolve disagreements and create a story collaboratively. - Work and play safely at all times.
Sand	Sandiness of sand	- Explore and discuss the effects and properties of wet and dry sand.	- Descriptive language, eg cold, wet, silky, flow, through	
	Mould and Manipulate	- Hands - Scoops - Large spades - Large buckets - Build more defined shapes (e.g. castle/house using hands and large spades to shape.) - Low, large sandpit	- Small spades - Long handled spades - Table spoons - Fine 1 handed sieve - Cups - Small moulds - Making imprints	- Tea spoon - Lolly sticks - Things the children have made - Fingers - Know to add water to dry sand to aid moulding.
	Dig / Pour / Fill	- Large spades - Large buckets - Add other materials to their build (e.g. water for moat or sticks for bridge etc) for purpose - Large jugs - Discuss the best size spade to fill the bucket	- Sieves, colanders, tea strainers - Small jugs - Small buckets - Large moulds - Small moulds - Pulleys - Sand wheel - Develop capacity vocabulary (full / empty)	- Predict which container will hold more. - Develop manipulative skills (filling buckets, turning them over and making sand castles independently)
	PSED skills	- Develop social skills (taking turns) - Follow instructions (Can you fill 3 buckets?) - Recognise and name parts of the body	- Take turns and work cooperatively - Follow 2 step instructions	- Taking others ideas into account. - Manage feelings and behaviours
Water	Transporting / pouring/manipulating	- Pour with large jugs, funnels, watering cans and scoops - Large containers/containers with wide necks and pouring spouts - Pump the water wall - Water beads - Sieves, colanders, flower pots - Sponges, squeegees, mops, soap, scrubbing brushes,	- Pour into a water wheel - Alter the design of the waterwall to create flow - Use piping and tubes to transport water - Pour and fill using small jugs and big bulbed pipettes - Use spray bottles, squeeze bottles - Potion bottles and other containers with small necks - One handled sieves, tea strainers, tea pots, cups, ladles, large spoons - Discuss full, half full, empty and other capacity language - Scooped tweezers with water beads - Toothbrushes, paint brushes, whisks	- Tea spoons, long handled spoons, varied containers with different sized necks and different capacity - Pour water with accuracy, to and from a range of containers (including water from a large container into a smaller container) - Small pipettes and small syringes - Discuss capacity and compare volume through experimentation - Divert a water course using damming techniques
	Properties of water	- Explore absorbency - Experience different water pressures. - Explore ice and the properties of melting	- Explore temperature of water – to create steam / vapour - Explore floating and sinking by using objects - Discuss ice and experiment to keep it or melt it	- Begin to notice surface tension - Discover not all heavy objects sink - Alter water pressure to achieve a desired effect -
	PSED skills	- Develop social skills (taking turns) - Follow instructions (Can you fill 3 buckets?) - Recognise and name parts of the body	- Take turns and work cooperatively - Follow 2 step instructions	- Taking others ideas into account. - Manage feelings and behaviours - Collaborate as a small group

Malleable	Dough / Materials	- Use hands to explore and manipulate: • Playdough • Jelly • Ice • Jelly baff • Shaving foam	- Using fingers and tools to manipulate: • Playdough • Salt Dough • Porridge Dough • Bread Dough • Jelly • Jelly Baff - Use materials to add texture - Use material to add details	- Use fingers and tools to explore and manipulate: • Clay • Plaster scene - Replicate techniques used by notable artists - Plasticene - Experiment to create different textures
	Physical Development	- Use hands to press, pat, squeeze, mould and manipulate - Use tools to cut dough, mostly in linear fashion - Develop rolling skills - Using play dough cutters appropriately - Making specific shapes - Use tools to add texture – textured rollers)	- Use fingers and thumb to make smaller, complex shapes (spikes, horns) - Manipulate thicker dough - Using tweezers with palm grip - Using scissors along a line - Use a knife and fork to cut and chop playdough	- Use tools to make small and complex shapes - Using tweezers with fingers - Using scissors along a pattern - Show good control and coordination in small movements - Use chop sticks to pick up and move - Join clay using water
	PSED	- Taking turns - Compare with peers - Relating to previous experience - Demonstrate perseverance when problems arise	- Playing cooperatively - Sharing ideas - Take into account others' ideas when organising an activity - Share by approximate size	- Negotiation - Reasoning - Sharing using scales
Construction area	Building & Materials	- Using blocks and small parts to create with a purpose in mind - Use large block, such as duplo, to make a tower. - Use large construction e.g. planks/blocks/logs to make a self-determined obstacle courses - Stack building materials on top of one another - Foam bricks and soft play blocks	- Use small blocks, such as Mobilo, to create with a purpose in mind - Use stickle bricks with a purpose in mind - Use Lego with a purpose in mind - Add detail to models - Copy models - Good control and coordination in small movements - Design and label models - Make models of real life cities and architecture	- Add moving parts to models - Combine construction when needed - Change or adapt model to serve its purpose - Copy and adapt models - Use an understanding of forces and balances to create models e.g. a seesaw - Problem solve - Explore light and shadow using own construction
	PSED	- Sharing - repeating or new vocabulary - take into account others ideas - welcomes praise - Be proud of models	- Taking turns and working cooperatively Add to models to make them better - be aware of others feelings - Talk about the models they make to their peers or familiar adult - Encourages peers to join in	- Resolving conflict with others - Talk about what they are making - like and dislike
ICT		- Observe technology around them such as automatic doors and cashpoints - Explore a range of real world technology - Explore a range of play technology - Know how to operate simple equipment and toys - Show skill in making toys work by pressing parts or lifting flaps to achieve an effect	- Watch the use of and operate the photocopier - Children take photographs, record voices and capture their learning - Use ICT hardware to interact with age appropriate computer software - Complete a simple program on a computer	- Use a website - Retrieve information from a computer device using QR codes, child-friendly search engines and image based hyperlinks - Choose the right app for the task in hand

Large Physical		- Can stand momentarily on one foot when shown - Can catch, throw, kick, push and pat a large ball - Draw lines and circles using tools (Paint brushes, chalk, sticks) - Use mops and brushes - Taking turns - Avoiding obstacles - Travel, under, over and through equipment - Changing direction - Jumping off an object - Following instructions	- Aiming at a target - Rolling a ball to a partner - Balancing a bean bag/ball - Travelling along obstacles - Hopping, slithering, shuffling, rolling, crawling, walking, running, skipping, sliding - Balancing on one foot, or three body parts and move from one balance to another - Moving equipment safely - Landing safely - Changing speed and direction - Climb stairs or equipment using alternate feet - Hang from monkey bars	- Throwing a ball to a partner - Catching smaller balls (eg tennis ball sized) - Balancing on obstacles - Dancing/skipping to a beat - Negotiate space showing consideration of others - making up a game/rules - bouncing a ball - skipping with a rope - hula hoop spinning - Travel along monkey bars
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