

Goldfield Infants and Nursery School

EYFS Skills and knowledge Progression Map.

Communication and Language – Prime Area.							
<p><i>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 and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</i></p>							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	<p>To sing rhymes and look at picture books</p> <p>To talk about the different characters and what they are doing</p> <p>To talk about themselves and their families</p> <p>To listen to, and follow simple instructions</p>	<p>To talk about celebrations at home</p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated</p> <p style="text-align: center;">Develop communication that can be understood by others</p>	<p>To begin to use a wide range of vocabulary in the correct context</p> <p style="text-align: center;">To talk in short sentences that others can understand</p>	<p>To be able to talk about the setting, characters and the structure of the story</p> <p>To listen to, and follow simple instructions and respond to questions appropriately</p>	<p>To listen to traditional stories and retain key vocabulary</p> <p style="text-align: center;">To be able to talk about the setting, characters and the structure of the story</p> <p style="text-align: center;">To be able to use connectives e.g. Once upon a time and then</p>	<p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly</p> <p style="text-align: center;">To be able to answer questions and share opinions using the relevant vocabulary</p> <p style="text-align: center;">To be able to talk about the setting, characters and the structure of the story with confidence</p>	

<p>Nursery Knowledge</p>	<p>To know that stories have different character which could be real and pretend</p> <p>To know to sing words clearly so that they are audible</p> <p>To know that it is ok to talk to others about wants and needs</p>	<p>To be able to understand simple instructions</p>	<p>To remember new words I am learning when talking to others</p>	<p>To know that stories have a beginning, middle and an end</p> <p>To be able to answer questions related to the story</p> <p>To be able to understand simple instructions, questions and command</p>	<p>To know that stories have a beginning, middle and an end</p> <p>To be able to answer questions related to the story</p> <p>To be able to use vocabulary learnt to have a conversation with others</p>	<p>To independently sequence familiar rhymes and to be able to say what happens next in a story</p> <p>To use the words they know appropriately to organise themselves and their play</p>	
<p>Reception Skills</p>	<p>To talk about themselves and others</p> <p>To sing songs</p> <p>To speak about a range of texts</p>	<p>To listen attentively in a range of situations</p> <p>To compare different festivals</p> <p>To make comments about their observations</p> <p>Talks in clear sentences</p> <p>To ask and answer questions to find out more</p>	<p>To talk about the role of healthy food and exercise in staying healthy</p>	<p>To describe familiar texts with detail and using full sentences</p> <p>To being to ask questions about familiar aspects of their environment and their learning</p>	<p>To listen in a group and talk about what they have heard</p> <p>Begin to use humour and simple jokes</p>	<p>To describe features of traditional stories</p> <p>To be able to give facts about a specified subject</p> <p>Shares their ideas with others expressing themselves clearly</p>	<p><u>Listening and Understanding.</u></p> <p>*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 interaction.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
<p>Reception Knowledge</p>	<p>To know about others</p> <p>To know familiar songs. (Au1)</p> <p>To describe different story and non-fiction texts</p>	<p>To know about different festivals</p> <p>To begin to talk about why things happen using new vocabulary learnt</p>	<p>To know a range of healthy food and exercise</p> <p>Express their ideas and feelings about their experiences</p>	<p>To know different features of texts</p> <p>To talk confidently about why things happen using new vocabulary learnt</p> <p>To engage in meaningful conversations with others</p>	<p>To engage in meaningful conversations with others</p> <p>To remember jokes to share with others</p>	<p>To know different traditional stories</p> <p>To know a range of facts</p> <p>To engage in meaningful conversations with others</p>	<p>*Participate in small group, class</p> <p><u>Speaking.</u></p>

							<p>and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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Personal, Social and Emotional Development – Prime Area.

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	<p>To separate from main carer and learn to adapt to the Nursery environment</p> <p>To select and use activities and resources, with some support if needed</p> <p>To wash hands after using the toilet</p>	<p>To learn about daily routines and classroom rules</p> <p>To be aware of behavioural expectations in the Nursery</p> <p>To select and use activities and resources, with some support if needed</p>	<p>To show independence in accessing and exploring the environment</p> <p>To learn to look after resources within the class</p> <p>To take turns whilst playing and waiting patiently to have a go</p> <p>To independently put on coats and use the toilet</p>	<p>To be able to initiate play with peers and keep play going by giving ideas</p> <p>To listen to, and follow rules set</p> <p>To learn to look after resources within the class</p> <p>To learn how to share resources and play in a group</p> <p>To show an awareness of the importance of oral health</p>	<p>To become more outgoing with unfamiliar people</p> <p>To show more confidence in new social situations</p> <p>To show an awareness of how others may be feeling</p>	<p>To gain enough confidence to talk to adults and peers</p> <p>To begin to be assertive towards others where necessary</p> <p>To begin to find solutions to conflict</p>	
Nursery Knowledge	<p>To know that they can approach adults in Nursery when needed</p>	<p>To know how to adapt behaviour to suit classroom routine</p> <p>To show confidence in asking adults for support</p> <p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'</p>	<p>To know how to manage their emotions in different situations</p> <p>To know that there are boundaries set</p> <p>To know that we must respect our resources and put them back when we have finished with them</p> <p>To know that when playing in a group they need to share and also know that they will get a turn</p>	<p>To be aware of the different areas in the Nursery and how to explore them safely</p> <p>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies</p>	<p>To know that to play nicely it's important to share and take turns</p> <p>To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort</p> <p>To know that it is OK to engage with others, even if in a different environment</p>	<p>To know how to talk politely and develop an understanding of what is appropriate</p> <p>To know that it is OK to challenge others, but they must remember to always be kind</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p>	

<p>Reception Skills</p>	<p>To play imaginatively with other children</p> <p>Share with other children and communicate effectively, expressing their feelings</p> <p>Begin to develop appropriate ways of being assertive</p>	<p>To learn about a range of different festivals</p> <p>To stay at an activity without being distracted by other things or people</p> <p>Understands and follows classroom rules</p> <p>To build constructive and respectful relationships</p> <p>Show resilience and perseverance in the face of challenge</p>	<p>To understand how to make the right choices and the consequences of not making the right ones</p> <p>To take turns when playing with others and listens to their ideas</p> <p>Plans and carries out their own ideas</p>	<p>To understand the feelings of others and responds thoughtfully</p> <p>To cope with new routines or plans changing</p>	<p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</p> <p>Begin to understand different points of view</p>	<p>To seek ways to manage conflict</p> <p>Be increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.</p>	<p><u>Self-Regulation.</u></p> <p>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>
<p>Reception Knowledge</p>	<p>To be aware of healthy choices in respect of food, drinks, activities and teeth brushing.</p>	<p>To be able to talk about different festivals</p> <p>To understand why different people celebrate different things</p> <p>To know the classroom rules/charter</p> <p>To learn and talk about the 4 building learning power superheroes</p>	<p>To be able to talk about some things they like or don't like and say why</p>	<p>To be able to talk about some things they like or don't like and say why</p>	<p>To know other people may have different points of view</p>		<p>*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing Self.</u></p> <p>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from</p>

							<p>wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><u>Building Relationships.</u></p> <p>*Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs</p>
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Physical Development – Prime Area.

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	<p>To begin to show a preference for a dominant hand</p> <p>To climb apparatus safely</p> <p>To begin to show awareness of moving equipment safely with peers</p> <p>To use the toilet with some support</p>	<p>To copy dance moves and to move to different kinds of rhythms</p> <p>To use mark making resources with increasing independence</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills</p>	<p>To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc</p> <p>To mark make in sensory trays and copy different patterns.</p> <p>To hold jugs and containers confidently and pour from one container into another</p> <p>To take care of toileting needs independently</p> <p>To independently put on their coats, with some support for the zipper and buttons</p>	<p>Using balancing apparatus</p> <p>To show awareness of healthy food choices and impact on our body</p> <p>To catch a beanbag with two hands</p> <p>Throw a bean bag underarm</p>	<p>To be able to use scissors confidently and make straight, snips using one hand</p> <p>To run skilfully and be able to negotiate space</p> <p>To mark make using a comfortable grip when using pencils and pens</p>	<p>To confidently use scissors and other tools safely</p> <p>To mark make using a comfortable grip when using pencils and pens</p>	
Nursery Knowledge	<p>To know that washing hands is important after using the toilet and before we eat</p> <p>To use alternate feet when climbing apparatus</p>	<p>To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats</p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how</p>	<p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils</p> <p>To know that they need to use tools with a dominant hand</p>	<p>To know how to use one handed tools effectively</p> <p>To be able to follow a simple sequence of movements to music and rhythm</p> <p>To know how to use a balance bike and move</p>	<p>To know that snips should be made on the line and the pattern should be followed</p> <p>To be aware of obstacles whilst running, riding a scooter/bike etc and</p>	<p>To know how to hold the pencil correctly</p> <p>To successfully take part in group games with support from an adult</p>	

	<p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers. (Au1)</p>	<p>to use a paint brush to paint</p>	<p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping</p> <p>To know what making right food choices looks like</p> <p>To show independence in self-help skills such as toileting and dressing</p>	<p>in different ways, safely</p> <p>Know how to stand when throwing underarm</p> <p>Know to have hands out ready to catch a ball or beanbag</p>	<p>display some spatial awareness</p>	<p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc</p> <p>To show confidence in self-care activities</p>	
<p>Reception Skills</p>	<p>To use a dominant hand</p> <p>To use climbing equipment safely and competently</p> <p>To hop, jump with 2 feet and stand on one leg</p> <p>To develop their use of tools in a range of situations, eg pencils, scissors, knives and forks</p> <p>To create lines and circles pivoting from the shoulder and elbow</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To develop their fine motor skills so that they can use a range of tools competently, safely and confidently, eg pencils, paintbrushes and scissors</p> <p>Independently use the toilet and keeps themselves clean and dry</p> <p>Can move around spaces with control and coordination.</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene</p> <p>To be able to balance and coordinate safely</p> <p>Can dress and undress independently</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control</p> <p>To negotiate space effectively</p> <p>Is adventurous and confident in their physical play</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly</p> <p>To show good control and co-ordination in large and small movements</p> <p>To catch a small ball</p>	<p>To show good control and co-ordination in large and small movements</p> <p>To catch a small ball</p>	<p>Gross Motor Skills.</p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills.</p> <p>*Hold a pencil effectively in</p>

Reception Knowledge	To know which hand to write with	To know how to make anticlockwise movement and retrace vertical lines	To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health	To know why it is important to handle different apparatus safely	Know to watch the ball as it comes towards me and scoop it with two hands	To know how to handle a range of equipment and tools effectively	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.
	To know how to use the trim trail safely	know that being in a space gives me room to play Understand that I can move my body in different ways to create interesting actions	Know that I should be still when holding a balance	To know how to use scissors effectively	Know that keeping the ball close will help with control Know to look at the target when sending a ball and watch the ball to receive it	Know to watch the ball as it comes towards me and scoop it with two hands Know that keeping the ball close will help with control Know to look at the target when sending a ball and watch the ball to receive it	

Literacy – Specific Area.

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 (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) 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).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	To be able to mark make and identify their marks To share books with an adult and respond to the pictures and words To sing a range of rhymes and songs	To be able to mark make and give meaning to their marks To talk about and retell a range of familiar stories To recognise familiar logos and labels within the environment	To find and identify familiar letters, e.g. letters in their names To spot and suggest rhymes To hear the rhythm in words (Syllables) To talk about and retell a range of familiar stories	To begin to attempt writing familiar letters, e.g letters in their name To hear the rhythm in words (Syllables) To begin to explore initial sounds in familiar words	To begin to make predictions about a story, sometimes supported by an adult with vocabulary To make up a story To identify initial sounds and blend familiar CVC words	To begin to form some letters correctly, e.g. letters in their name To identify initial sounds and blend familiar CVC words To segment familiar CVC words Make predictions about a story using	

				To join in with repetition within stories and rhymes. (Sp1)		the relevant vocabulary with independence To mark make for a purpose and be able to talk about the marks	
Nursery Knowledge	To know that marks and symbols have meaning To learn a range of Nursery Rhymes	To know that letters are used to make up words	To remember and talk about different parts of the story	To be able to talk about their marks with confidence To know that text is read from left to right and top to bottom in English To remember and talk about different parts of the story To know that each letter makes a sound	To know that blending sounds makes words To remember and talk about different parts of the story To name and describe the characters in a story	To know how to segment sounds in CVC words To know that letters make sounds To engage in extended conversations about stories To learn that stories have a sequence; beginning, middle and end	
Reception Skills	Listening to and hearing initial sounds in familiar words To identify initial sounds and blend familiar CVC words To segment familiar CVC words Listens to familiar stories and able to recall some facts To form first six pre-writing symbols	Listening to and hearing sounds in CVC words To identify sounds on a sound mat and to use this when writing Listens to familiar stories and able to recall facts Independently write their name Spell CVC words by identifying the sounds and writing the corresponding letters	Listening to and hearing sounds in CVC and CVCC words Read simple phrases and sentences made up of words with known letter–sound correspondences To think of and write a short, simple sentence Identifying sounds on a sound mat Listens to stories and is beginning to anticipate what may happen next	Listening to and hearing sounds in CVC and CVCC words Read simple phrases and sentences made up of words with known letter–sound correspondences To think of and write a short, simple sentence Identifying sounds, including phonemes and other digraphs on a sound mat	To think of and write a short, simple sentence Listening to and hearing sounds in CVC and CVCC words Identifying sounds, including phonemes and other digraphs on a sound mat Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading	To think of and write a short, simple sentence Listening to and hearing sounds in CVC and CVCC words Read a few common exception words Identifying sounds, including phonemes and other digraphs on a sound mat Checking written work and making	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.

	<p>To begin to form some letters correctly, e.g. letters in their name. (Sp2)</p> <p>They are able to use mark making for a purpose.</p>			<p>Listens to stories and is beginning to anticipate what may happen next</p>	<p>Describes main story settings, events and principal characters in increasing detail</p>	<p>any changes where necessary</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Describes main story settings, events and principal characters in increasing detail</p>	<p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>Word Reading.</u> *Say a sound for each letter in the alphabet and at least 10 digraphs.</p>
<p>Reception Knowledge</p>	<p>Knowing that words can be written</p> <p>Knowing the sounds that the taught letters make</p> <p>Knowing what the taught letters looks like</p> <p>Knowing how to write the taught letters</p>	<p>Knowing that words can be written</p> <p>Knowing the sounds that the taught letters make</p> <p>Knowing what the taught letters looks like</p> <p>Knowing how to write the taught letters</p> <p>Recognising taught HFW in text</p> <p>Knows how to sequence familiar stories</p>	<p>Knowing that words can be written</p> <p>Knowing the sounds that the taught letters make</p> <p>Knowing what the taught letters looks like</p> <p>Knowing how to write the taught letters</p> <p>Recognising taught HFW in text</p> <p>Knows how to spell some familiar words</p>	<p>Knowing the sounds that the taught phonemes make</p> <p>Knowing what the taught phonemes look like</p> <p>Knowing how to write the taught letters. Recognising taught HFW in text</p> <p>To know that a sentence starts with a capital letter and ends with a full stop</p> <p>Knows how to spell some familiar words</p>	<p>Knowing the sounds that the taught phonemes make</p> <p>Knowing what the taught phonemes look like</p> <p>Knowing how to write the taught letters</p> <p>Recognising taught HFW in text</p> <p>To know that a sentence starts with a capital letter and ends with a full stop</p> <p>Knowing that sentences can be extended by using a connective</p> <p>Uses learnt words and phrases to discuss</p>	<p>Knowing the sounds that the taught phonemes make</p> <p>Knowing what the taught phonemes look like</p> <p>Knowing how to write the taught letters</p> <p>Recognising taught HFW in text</p> <p>To know that a sentence starts with a capital letter and ends with a full stop</p> <p>Knowing that sentences can be extended by using a connective</p>	<p>*Read words consistent with their phonic knowledge by sound-blending.</p> <p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing.</u> *Write recognisable letters, most of</p>

					<p>familiar stories or during role play</p> <p>Knows how to spell some familiar words</p>	<p>Uses learnt words and phrases to discuss familiar stories or during role play</p>	<p>which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>
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Maths – Specific Area

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	<p>Show awareness of one-to-one correspondence through practical everyday experience</p> <p>Begin to make comparisons between quantities</p>	<p>Develop fast recognition of up to 3 objects, without having to count individually (subitising)</p> <p>Talk about and identify patterns all around us</p>	<p>Count saying one number for each item, using the stable order of 1,2,3,4,5.</p> <p>Compare two small groups of up to 5 objects</p> <p>Combine shapes to make new ones</p>	<p>Count up to five items</p> <p>Explore using a range of their own marks and signs to which they ascribe mathematical meanings</p> <p>Compare two items by size, weight, length and capacity</p>	<p>Link numerals and amounts up to 5 and begin to use numbers to 10</p> <p>Compare quantities using language e.g., more than, fewer than</p>	<p>Beginning to use understanding of number to solve practical problems in play and meaningful activities</p> <p>To notice smaller groups of numbers</p>	

	<p>Use number language such as 'more' and 'a lot'</p> <p>Use some number names in sequence</p> <p>Join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next</p>	<p>Show awareness of shapes in the environment</p> <p>Select shapes appropriately</p>	<p>Respond to and begin to use both informal language and mathematical terms to describe shapes</p>		<p>Responds to and uses language of position and direction</p>	<p>within a larger group of objects</p> <p>Extend and create ABAB patterns</p>	
Nursery Knowledge	<p>Sing a range of number songs</p> <p>To say number names to 5 in order</p> <p>To know how to describe quantities of objects using words such as 'more' and 'lots'</p>	<p>Sing a range of number songs</p> <p>To know what to call a group of 1, 2 or 3 objects</p> <p>To show an awareness and name some 2D shapes in the environment</p> <p>To know that some shapes more appropriate than others when building</p>	<p>To know that each object should only be counted once</p> <p>To know when the quantity of two groups of objects and why</p> <p>To use the language of more and less to compare amounts</p> <p>To name some 2D shapes in the environment</p>	<p>To know that numbers can be ordered</p> <p>recognise that the last number said represents the total counted so far (cardinal principle)</p> <p>To know that the last number said represents the total number of objects</p> <p>To learn vocabulary linked to describing size and distance</p>	<p>To begin to know number names to 10</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school"</p> <p>To use the language of more and less to compare amounts</p> <p>To be able to demonstrate through games and role play an understanding of positional language</p>	<p>Begin to learn that numbers are made up (composed) of smaller numbers</p> <p>To create and repeat simple patterns</p>	
Reception Skills	<p>To match objects which are the same</p> <p>Sort objects into sets using own criteria</p> <p>To compare and order by size</p>	<p>To identify representations of 1, 2 and 3</p> <p>To say how many without counting – to 5 (subitising)</p> <p>To count up to 3 objects in different arrangements</p>	<p>To notice how numbers can be composed of 2 parts or more than 2 parts</p> <p>To explore and notice the different compositions of 4 and 5</p>	<p>To apply the counting principles when counting 9 and 10</p> <p>To represent 9 and 10 in different ways</p> <p>To make comparisons by lining items up with 1-1 correspondence</p>	<p>To explore and identify number to 20</p> <p>To count on and back beyond 10 and notice the repeating 1-9 patterns</p> <p>To count on or back from different starting points</p>	<p>To know addition and subtraction problems can be solved by counting forwards or backwards on a number line</p> <p>To use rulers to measure length, scales to measure</p>	<p>Number</p> <p>*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without</p>

	<p>To be able to recognise and talk about simple patterns</p> <p>To copy, continue and create their own patterns</p>	<p>To use mark making to represent 1, 2, 3 and 4</p> <p>To explore and notice the different compositions of 2 and 3</p> <p>To represent 5 in a five frame</p> <p>To count forwards and backwards using the counting principles</p> <p>To begin to use positional language to describe how items are positioned in relation to other items</p> <p>To represent real places with their models, drawing and maps</p> <p>To begin to measure time in simple ways</p>	<p>To apply counting principles when counting 6, 7 and 8</p> <p>To represent 6, 7 and 8 in different ways</p> <p>To count out the required number of objects from a larger group</p> <p>To arrange 6,7 and 8 into smaller groups</p> <p>To arrange small quantities into pairs and notice some quantities will have an odd one left over</p> <p>To begin to combine 2 groups to find out how many altogether</p> <p>Make comparisons by weight using balance scales to check</p> <p>To make comparisons by pouring from one container into another</p> <p>To use language to describe length and height</p> <p>To order and sequence important times in their day</p>	<p>To explore number bonds to 10 using real objects</p> <p>Build using a variety of shapes and construct their own 3-D shapes in different ways</p> <p>Explore similarities and differences between 3-D shapes</p> <p>Explore ABB, AAB, AABB, and AABBB patterns</p>	<p>To say what comes before or after a given number</p> <p>To place sequences of numbers in order</p> <p>To count out all the items, take away required amount practically, then subitise or recount to see how many are left</p> <p>To match arrangements of shapes</p> <p>To use positional language to describe where the shapes are in relation to on another</p> <p>Explore how many different ways a shape can be built using smaller shapes</p>	<p>weight and jugs/containers to measure capacity</p> <p>To make observations of and compare length, weight and capacity</p> <p>To know how to recognise patterns in numbers</p>	<p>counting) up to 5.</p> <p>*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns.</u></p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>

<p>Reception Knowledge</p>	<p>To know why something is the same or different</p> <p>To know how objects have been sorted</p> <p>To know when making comparisons sets can have more, fewer or the same amount of items as another set</p> <p>To understand and remember vocabulary used to compare sets of objects</p> <p>To know that patterns are repeated designs</p>	<p>To know that the last number said is how many in the set</p> <p>To understand that as we count, each number is one more than the number before</p> <p>To understand that as we count back, each number is one less than the previous number</p> <p>To know that numbers are made up of smaller numbers</p> <p>To know that if the five frame is full then there is 5</p> <p>To know circles have one curved side and triangles have 3 straight sides</p> <p>To know squares and rectangles have 4 straight sides and 4 corners</p> <p>To know positional language vocabulary – in front, behind, next to, under</p> <p>To know the difference between night and day</p>	<p>To understand that the number name zero and numeral 0 can be used to represent the idea of ‘nothing there’ or ‘all gone’</p> <p>To know all numbers are made up of smaller numbers</p> <p>To understand a pair is 2</p> <p>Know how to use balance scales</p> <p>Understand maths language of heavy, heavier than, heaviest, light, lighter than, lightest to compare items</p> <p>To build on their understanding full and empty to show half full, nearly full and nearly empty</p> <p>Understand maths language of tall, thin, narrow, wide, and shallow</p> <p>Understand more specific mathematical language relating to length – longer, shorter, taller, shorter, wide, narrow</p>	<p>To understand that when making comparisons a set can have more items, fewer items or the same number of items as another set</p> <p>Begin to be introduced to h names of 3-D shapes</p>	<p>To recognise that larger numbers are composed of full 10’s and part of the next 10</p> <p>To know that the quantity of a group will change by adding more</p> <p>To know that the quantity of a group will change by taking items away</p> <p>To understand shapes can be combined or separated to make new shapes</p>	<p>To know the names of some 3D shapes</p> <p>To know the names of basic 2D shapes</p> <p>To know the names of basic 3D shapes</p> <p>To know that 2D shapes can have corners and side</p> <p>To know that 3D shapes can have faces, vertices and edges</p> <p>To know the names of some 3D shapes</p> <p>To know that addition involves combining groups of objects</p> <p>To read number addition sentences</p> <p>To be able to count, order and recognise numbers to 20</p> <p>To remember how to skip count in 2’s/5’s and 10’s</p> <p>To know the difference between odd and even</p>	<p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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		To understand time vocabulary – day, night, morning, afternoon, before, after, today, tomorrow					
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Understanding of the World – Specific Area.

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	<p>To be able to talk about their body parts and what the function is of each part (Science Link)</p> <p>To draw silhouettes and orally label body parts (Science Link)</p> <p>To talk about features of their environment (Geography Link)</p> <p>To talk about their own immediate family (History Link)</p> <p>To imitate actions from their own family and cultural backgrounds</p>	<p>To use their senses to explore natural materials (Science/Geography Link)</p> <p>To talk about materials with similar and/or different properties (Science Link)</p> <p>To know that everyone has a birthday and they are usually celebrated in a similar manner around the world (History Link)</p> <p>Children to begin to recognise and describe special events in their life (History Link)</p> <p>To know that some celebrations are</p>	<p>To use senses to explore the world around them (Geography/ Science Link)</p> <p>To describe how people around the world celebrate Lunar New Year (RE/Geography Link)</p> <p>Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image (Computing Link)</p> <p>To remember and talk about significant events in their life (History Link)</p>	<p>To talk about plants To talk about Easter (RE Link)</p> <p>To describe how people around the world celebrate Holi (RE/Geography Link)</p> <p>Children to talk about significant events in their life (History Link)</p> <p>Talk about the life cycle of a plant (Science Link)</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image (Computing Link)</p>	<p>Plant their own seeds and check how tall the plants grow (Science Link)</p> <p>Talk about the life cycle of a plant and animals (Science Link)</p> <p>Children to talk about significant events in their life with confidence (History Link)</p> <p>To talk about different countries in the world (Geography Link)</p> <p>To use the computer to complete a simple task (Computing Link)</p>	<p>Make comparisons between habitats of farm animals and wild animals (Science/Geography Link)</p> <p>Children to talk about significant events in their life with confidence (History Link)</p> <p>To talk about what makes them unique as well as some similarities and differences in relation to family and friends (History/RE Link)</p> <p>To explore materials which will float and which will sink (Science Link)</p>	

	<p>(History/RE link)</p> <p>Operate simple equipment e.g. turn on CD player or use a remote control (Computing Link)</p>	<p>specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians (RE Link)</p> <p>To explore how things work (Science/Computing Link)</p>				<p>To talk about different countries in the world (Geography Link)</p>	
<p>Nursery Knowledge</p>	<p>To know about family structures and be able to talk about who is part of their family (History Link)</p> <p>To begin to talk about what they see using some new vocabulary (History, Geog, RE, Science Link)</p> <p>Shows an interest in technological toys (Computing Link)</p> <p>To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from</p>	<p>To know how to describe a variety of materials/objects (Science Link)</p> <p>To begin to talk about what they see using some new vocabulary (History, Geog, RE, Science Link)</p> <p>To learn about the different stories related to Autumn festivals (History/RE Link)</p> <p>Shows an interest in technological toys (Computing Link)</p>	<p>To talk about what they see using a wider range of vocabulary (Science/ Geography Link)</p> <p>Knows how to use different technological toys (Computing Link)</p> <p>To know how people celebrate Lunar New Year (RE/Geography Link)</p>	<p>To know about who celebrates Easter and what is its significance (RE Link)</p> <p>To know how people celebrate Holi (RE/Geography Link)</p> <p>Knows how to use different technological toys (Computing Link)</p>	<p>To know that every living being has a life cycle and they change in shape and size as they grow (Science Link)</p> <p>To know that living beings follow a similar growth pattern and make comparisons. (Science Link)</p> <p>To know that there are different countries in the world (Geography Link)</p> <p>Knows how to operate simple equipment (Computing Link)</p>	<p>To know the difference between farm animals and wild animals (Science Link)</p> <p>To know different types of animals live in different environments (Geography Link)</p> <p>To know how to test whether materials will float or sink (Science Link)</p>	

	(Science/ Geography Link)						
Reception Skills	<p>To talk about members of my immediate family and community (History/RE Link)</p> <p>To talk about the lives of the people familiar to me (History/RE Link)</p> <p>To talk about how they have changed since they were a baby (History Link)</p> <p>To be able to recount changes within living memory (History Link)</p> <p>To talk about the changes they observe in their environment (Science/ Geography Link)</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways (RE Link)</p> <p>To be able to differentiate between nocturnal and diurnal animals (Science Link)</p> <p>Talk about what they see, using a wide vocabulary Science/Geography Link</p> <p>I can describe events in some detail (History Link)</p> <p>I can talk about some features of the areas where I live (Geography Link)</p> <p>Draw information from a simple map (Geography Link)</p> <p>To use directional language to describe a sequence (beebots) (Computing Link)</p>	<p>To talk about a special event in their life (History/RE Link)</p> <p>Answer basic questions about the past (History Link)</p> <p>Understand key features of an event (History Link)</p> <p>Recognise some similarities and differences between life in this country and life in other countries (Geography Link)</p> <p>To negotiate space effectively in order to use a technological device (Computing Link)</p>	<p>Know that their own experiences differ to those of others. (History Link)</p> <p>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world (Geography Link)</p> <p>I can talk about features of my own immediate environment and how environments may vary from one another (Science/ Geography Link)</p> <p>I can make observations and express views about the environment (Science/ Geography Link)</p>	<p>To identify and sort healthy/unhealthy foods (Science Link)</p> <p>Talk about the life cycle of plants and animals and what they need to survive (Science Link)</p> <p>Exploring a range of habitats, looking at why the animal lives like that (Science Link)</p>	<p>I can explain why geographic changes occur. (Geography Link)</p> <p>I can ask questions about their familiar world (where they live or the natural world) (Geography Link)</p> <p>I can understand some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class (History Link)</p>	<p>Past and Present.</p> <p>*Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities.</p> <p>*Describe their immediate environment using knowledge from observation,</p>
Reception Knowledge	To know the names of different body parts (Science Link)	To know that people around the world have different religions (RE/Geography Link)	To know that dinosaurs no longer exist (History/ Science Link)	To know that Christians celebrate Easter (RE Link)	To know the names of common fruits and vegetables. (Science Link)	To know about the lives of significant British Astronauts (History Link)	

	<p>To know that there are many countries around the world (Geography Link)</p> <p>To know that they have a family unit that can/will change over time (History Link)</p> <p>To name members of their family (History Link)</p> <p>To identify who they are, that they are an individual (History Link)</p> <p>Begin to understand the effect their behaviour can have on the environment (Science/Geography Link)</p> <p>To begin to use a mouse/pad to navigate a computer (Computing Link)</p>	<p>To know that some animals are nocturnal (Science Link)</p> <p>To try and understand that things change over time (Science/ Geography Link)</p> <p>Understand that some places are special to members of their community. (RE Link)</p> <p>To begin to programme a beebot to follow a simple sequence (Computing link)</p>	<p>To know that dinosaurs were alive before humans</p> <p>To know about the life of Mary Anning</p> <p>To know how dinosaurs became extinct.</p> <p>To begin to understand that things happened a really long time ago (History Link)</p>	<p>Use appropriate words eg town, village, road, path, house, flat, temple and synagogue, to help children make distinctions in their observations (Geography Link)</p> <p>To know pirates existed in the past and that they exist today (History Link)</p> <p>To know how to use a mouse/pad to complete a simple ICT programme (Computing Link)</p>	<p>To know that some foods are unhealthy (Science Link)</p> <p>To select appropriate materials according to their properties (Science Link)</p> <p>To name and identify a range of different materials and to know how they are used in familiar environments (Science Link)</p> <p>To begin to understand that things change over time (Science/ Geography Link)</p>	<p>To know how to use a keyboard and a mouse effectively (Computing Link)</p>	<p>discussion, stories, non-fiction texts and maps.</p> <p>*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.</p> <p>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><u>The Natural World.</u></p> <p>*Explore the natural world around them, making observations and drawing</p>

							<p>pictures of animals and plants.</p> <p>*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.</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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Expressive Arts and Design – Specific Area.

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	To listen to and join in with Nursery rhymes and action songs (Music Link)	Sing familiar Nursery Rhymes and Christmas songs (Music Link)	To copy simple rhythms (Music Link) To play instruments with increasing control (Music Link)	To tap out simple repeated rhythms (Music Link) Remember and sing entire songs	To explore colour and colour mixing (Art Link) To use puppets and props to act out	Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm (Music Link)	

	<p>To explore the sounds different instruments make (Music Link)</p> <p>To use hands and tools to explore paint (Art Link)</p> <p>To mark make with intention (Art Link)</p> <p>Uses various construction materials (DT Link)</p> <p>To take part in pretend play (CL & Lit Link)</p>	<p>To listen with increased attention to sounds (C&L, Music Link)</p> <p>To explore colour and use drawings to represent ideas (Art Link)</p> <p>To develop ideas when using different materials (DT Link)</p> <p>Joins construction pieces together to build and balance (DT Link)</p>	<p>To begin to act out different scenarios using props to enhance imaginative play (CL, Lit Link)</p> <p>Realises tools can be used for a purpose (DT Link)</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces (DT Link)</p>	<p>(Music Link)</p> <p>To make patterns with paint and different objects, beginning to explore what happens when you mix colours. (Art Link)</p> <p>To learn about different textures and talk about them (Art Link)</p> <p>To combine two media together to create a new effect</p> <p>To draw with increasing complexity and detail (Art Link)</p> <p>To make imaginative and complex 'small worlds' with blocks and construction kits (DT Link)</p>	<p>different traditional stories (Art/ Lit Link)</p> <p>Uses available resources to create props to support role-play (DT/Art Link)</p> <p>To use available props to develop stories and make imaginative play more purposeful (DT/Art Link)</p>	<p>To create their own songs or improvise a song around one they know (Music Link)</p> <p>To listen to music and create movements to the different beats (Music/PE Link)</p> <p>Explore different materials freely, using them with a purpose (Art Link)</p> <p>Describe the texture of things (Art Link)</p>	
<p>Nursery Knowledge</p>	<p>To learn some Nursery rhymes and action songs (Music Link)</p> <p>To know how to use tools to make marks with paint (Art Link)</p> <p>To know that different musical instruments make different sounds</p>	<p>To learn a variety of Christmas songs (Music Link)</p> <p>To know how different colours and materials can be used to create things (Art Link)</p> <p>To know that objects can represent</p>	<p>To know how colours can be mixed to make a new colour. (Art Link)</p> <p>To use their imagination to create different works of art. (Art Link)</p> <p>For children to be able to construct with a purpose and safely (DT Link)</p>	<p>To know about the different materials and what can be created with them (Art/DT Link)</p> <p>To understand that different media can be combined to create new effects</p> <p>To use their knowledge of stories in acting them out with friends</p>	<p>To know which colours to mix together to make a new colour (Art Link)</p> <p>To know how to use props appropriately for particular stories (Art/DT Link)</p> <p>To know that they can change their voices whilst singing or acting</p>	<p>To know that body movements can be changed depending on the rhythm to achieve a desired effect (Music Link)</p> <p>To know that different construction toys can be used to make new things that can</p>	

	<p>(Music Link)</p> <p>For children to be able to construct with a purpose and safely (DT Link)</p>	<p>anything in their pretend play (C&L, Lit Link)</p>	<p>To play instruments to express feelings and ideas (Music Link)</p>	<p>(Art Link)</p> <p>Sing songs clearly using correct words that have been learned (Music Link)</p> <p>To know how to create recognisable representations of objects (Art Link)</p>	<p>out stories to create a dramatic effect (Art/Music Link)</p> <p>To know how to construct with a purpose and safely. (DT Link)</p> <p>Develop their story knowledge and use imaginatively (Art/DT Link)</p>	<p>be used in pretend play. (Art/DT Link)</p> <p>To show confidence in choice of media when creating a model or picture. (Art Link)</p>	
Reception Skills	<p>Listen and responds to a variety of music genres (Music Link)</p> <p>Join in with familiar songs (Music Link)</p> <p>To explore the different sounds of a range of instruments (Music Link)</p> <p>Develop their own ideas and then decide which materials to use to express them (Art/DT Link)</p> <p>To take part in pretend play and begin to develop stories using small world equipment, such as animals and dolls (CL/Lit Link)</p>	<p>Talk about music, expressing their feelings and responses (Music Link)</p> <p>Uses simple tools and techniques competently and appropriately (DT/Art Link)</p> <p>To create representations for both imaginary and real life ideas, events, people and objects (Art/DT/Lit)</p> <p>Develops storylines in pretend play (CL/Lit Link)</p>	<p>Sing in a group or on their own (Music Link)</p> <p>increasingly matching the pitch and following the melody (Music Link)</p> <p>Manipulates materials to achieve a planned effect (DT/Art Link)</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative (CL/Lit Link)</p>	<p>To use a range of resources to create own props to aid role play (DT/Art Link)</p> <p>To plan, carry out, evaluate and change where necessary (DT Link)</p> <p>Constructs with a purpose in mind, using a variety of resources (DT Link)</p> <p>To effectively use instruments to tap a simple beat (Music Link)</p>	<p>To play along to the beat of the song they are singing or music they are listening to (Music Link)</p> <p>To use what they have learnt about media and materials in an original way and be able to explain their choices (Art Link)</p> <p>Selects appropriate resources and adapt work where necessary (DT/Art Link)</p>	<p>To make music in a variety of ways (Music Link)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (Art Link)</p> <p>Develop their own ideas through experimentation with diverse materials (Art/DT/Music)</p>	<p>Creating with Materials.</p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive</p>

<p>Reception Knowledge</p>	<p>To learn a range of songs from around the world. (Music/ Geography Link)</p> <p>To know they can construct with a purpose and evaluate their designs (DT Link)</p> <p>To show awareness of how to use musical instruments appropriately (Music Link)</p>	<p>To learn the names of different tools and techniques that can be used to create Art (DT/Art Link)</p> <p>To experiment with creating different things and to be able to talk about their uses (DT Link)</p> <p>To know how different colours and materials can be used to create things (Art Link)</p> <p>Use their increasing knowledge and understanding of tools and materials to explore their interests and express their ideas and feelings (Art/DT/Music Link)</p>	<p>To understand that pictures can be created by making observations or by using imagination (Art Link)</p> <p>To use paints, pastels and other resources to create observational drawings (Art Link)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs (DT Link)</p>	<p>To use a range of props to support and enhance role play (DT/Art Link)</p> <p>To identify and select resources and tools to achieve a particular outcome (DT Link)</p> <p>To know you can create different beats/rhythms when playing instruments (music Link)</p>	<p>To know the different uses and purposes of a range of media and materials (DT/Art Link)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs (DT Link)</p> <p>To be able to play instruments along to a simple beat (Music Link)</p>	<p>To describe ways of safely using and exploring a variety of materials (DT/Art Link)</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using (DT/Art Link)</p>	<p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
<p>Reception Music Skills</p>	<p>Explore singing at different speeds and pitch to create moods and feelings</p> <p>Explore the different sounds instruments can make</p>	<p>Discover how to use the voice to create loud/soft sounds</p> <p>Choose an instrument to create a specific sound</p>	<p>Sing echo songs and perform movements to a steady beat</p> <p>Play instruments to a steady beat and understand how to hold and play an instrument with care</p> <p>Listen to music and respond by using hand and whole-body movements</p>	<p>To know how to use our body to show high and low sounds</p> <p>To explore how to use voice to create high and low sounds</p>	<p>Express feelings in music by responding to different moods in a musical score</p> <p>Choose different instruments including the voice to create sound effects in play</p> <p>Experiment performing songs and music together with body movements to a steady beat</p>	<p>To clap rhythmic patterns</p> <p>To understand that pictures represent different clapping patterns</p>	

			Listen to different sounds (animal/water etc) and respond with voice and movement.				
Reception Music Knowledge	<p>To know many songs and be able to sing them off by heart using actions.</p> <p>To understand sounds can be changed and to experiment changing them.</p>						