
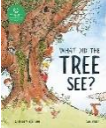

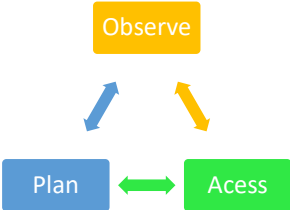
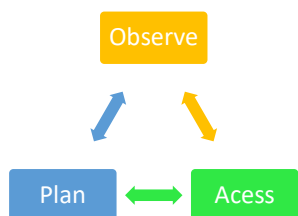




 The Big Question	Autumn Term		Spring Term		Summer Term	
	Who am I? (7)	How do we celebrate? (7)	Who Made these footprints? (6)	How can I look after our planet? (6)	Are Plants Alive? (6)	What is it like beside the sea? (7)
Themes	Only one me Food Glorious Food My Family & Friends	Autumn Bonfire Night Christmas	Winter Traditional Tales Woodland	Recycling Transport Spring	Down on the Farm Growing Summer	Seaside Under the Sea Circus
	Harvest Festival Diwali	Bonfire Night Remembrance Day Christmas	New Year's Day Lunar New Year Pancake Day	St Patricks Day Mother's Day Ramadan begins Easter	Eid al-Fitr Earth Day	Father's Day Eid al-Adha
Focus Texts (subject to change)	That's not my.... Handa's Surprise Kitchen Disco Peace at Last	Where's My Teddy The Night Before Christmas Hurry, Santa!	The Gruffalo Jack & the Bean Stalk (in 2024) Goldilocks & The Three Bears (in 2025) Little Red Riding Hood	The Three Little Pigs Duck & the Truck Poo in the Zoo	What the ladybird heard Once upon a raindrop The Very Hungry Caterpillar	The Rainbow Fish Tiddler The Proudest Blue
Core Books	 Handa's Surprise By Eileen Browne	 The Nativity Traditional Tale	 Goldilocks and the three bears – Traditional Tale	 We're Going on a bear Hunt By Michael Rosen	 Jaspers Beanstalk By Nick Butterworth	 Clean up By Nathan Bryon
	 Rama & Sita, The story of Diwali by Malachy Doyle	 The Night before Christmas Traditional Tale	 The Gruffalo By Julia Donaldson	 The tiger who came to tea By Judith Kerr	 The very Hungry Caterpillar By Eric Carl	 Peter Rabbit By Beatrix Potter
	 Dear Zoo By Rob Campbell	 What can you see in Autumn? By Sian Smith	 What can I see in Winter? By Sian Smith	 What can I see in Spring? By Sian Smith	 What did the tree see? By Charlotte Guillain	 What can I see in Summer? By Sian Smith




<div></div> <div>The Big Question</div>	Autumn Term		Spring Term		Summer Term	
	Who am I?	How do we celebrate?	Who made these footprints?	How can I look after our planet?	Are Plants Alive?	What is it like to be beside the sea?
Enrichment Opportunities	Dental Nurse Autumn Walk - Ashmeadow	Firefighter safety talk Leighton Hall – Christmas from times gone by	Winter walk – Ashmeadow Th Big Bird Watch Leighton Moss	Wildlife Oasis Visit Spring Walk - Ashmeadow	Garden Centre Visit ANOB Visit to the Knott Summer Walk - Ashmeadow	A train journey to Morecambe Beach Trip to Kendal Circus Arnside Coast Guard
Parent Involvement	Welcome meeting. Phonics & reading information evening. Celebration service. Sharing moments from school & home - DoJo.	Parents evening. Christmas events. Celebration service Sharing moments from school & home - DoJo.	Maths information evening. Parents evening. Celebration service. Sharing moments from school & home - DoJo.	Parents Interim report. Celebration service. Sharing moments from school & home - DoJo.	EYFS information evening. Celebration service. Sharing moments from school & home - DoJo.	Sports day Celebration service. Reports 7 Discussions. Sharing moments from school & home - DoJo.
Assessment Opportunities	On entry/baseline Team meetings Pupil progress meetings - parents	School based moderation End of term tracking	Pupil progress meetings -parents Team meetings School based moderation	Interim progress reports Local Cluster moderation End of term tracking	Team meetings EYFS Profile	End of year reports Transition Meetings End of year tracking
Key Skills to encourage independence	I can hang my coat up. I can put my book bag away. I can put on & will try to fasten it myself.	I can tidy up. I can put my outdoor clothes on. I can wash my hands. I can choose a snack.	I can get the items needed for learning. I can wash my hands after the toilet.	I can get everything ready for home. I can select my name card and use it during play.	I can use scissors safely. I can write my name on my work. I can tidy up after myself.	I can put my jumper away when I take it off. I can fasten and unfasten my clothes. I can speak in front of a small group.
<div></div>	Characteristics of Effective Learning			Over Arching Principles		
	things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning <u>Active learning:</u> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence. <u>Creating and thinking critically:</u> Children develop their own ideas and make links between these ideas They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.			<u>Unique Child:</u> Each child is unique, and while we can be guided by an understanding of some general patterns of development, progression is uneven and unfolds differently for each child. <u>Positive Relationships:</u> Partnerships with parents can be truly effective only when parents and practitioners work together to enable children to create meaningful connections to their wider world and to foster a love of learning. <u>Enabling Environments:</u> Enabling environments offer children security, comfort, engagement, and opportunity. Spaces should be planned to both nurture and inspire children, recognising their interests and curiosities, encouraging questioning, awe and wonder, and sustained shared thinking. <u>Learning and Development:</u> Effective practice begins with observation, tuning into the child and then building a relationship. Professionally informed knowledge of child development then supports understanding children’s interests, development, and learning, and planning for next steps. <u>PLAY:</u> Children have a right to play: Children’s right to play is recognised as so vital to their wellbeing and development that it is included in the United Nations Convention to the Rights of a Child (1989). Play both indoors and outdoors is a fundamental commitment to children throughout EYFS.		






 Communication and Language	<p>I know how to use talk with familiar adults and peers creating sentences in their play.</p> <p>I know how to follow instructions.</p> <p>I know how to answer questions (what, who, where, when)</p>	<p>I know how to use short sentences to explain</p> <p>I know how to listen to stories and songs with interest and engagement</p> <p>I know how to use a range of words appropriately and in context.</p>	<p>I know how to join in with familiar stories and rhymes</p> <p>I know how to use different vocabulary including scientific and linked to stories</p> <p>I know how to show understanding of 'why' questions</p> <p>I know how to respond appropriately when questioned</p>	<p>I know how to pose my own simple questions to find out more</p> <p>I know how to use developed vocabulary</p> <p>I know how to join in and recall stories with repetition</p>	<p>I know how to take turns to speak in conversation</p> <p>I know how to explore the use of conjunctions to connect ideas</p> <p>I know how to use language to explain, retell, describe.</p>	<p>I know how to respond to a range of question types- particularly link to 'why' questions</p> <p>I know how to express a point of view</p> <p>I know how to develop a wide-ranging vocabulary – scientific and descriptive</p>
	<p>I know how to follow instructions</p> <p>I know how to take turns</p> <p>I can share ideas and thoughts with adults and peers- using talk</p>	<p>I know how to engage appropriately during story times</p> <p>I know how to join in with songs and rhymes</p> <p>I know how to listen to and talk about stories and rhymes</p>	<p>I know how to give my opinion and share ideas with confidence in different situations</p> <p>I know how to explain what has happened</p>	<p>I know how to respond and question appropriately</p> <p>I know how to use full sentences</p>	<p>I know how to have a discussion with others</p> <p>I know how to predict sensibly what might happen</p>	<p>I know how to use full vocabulary including technical language</p> <p>I know how to use conjunctions in sentences</p> <p>I know how to use past, present and future forms</p>
	Nursery Goals			Early Learning goals		
	<p><u>Listening, Attention and Understanding:</u></p> <p>I can listen carefully to songs, stories and rhymes and respond by joining in</p> <p>I can understand and respond with</p> <ul style="list-style-type: none"> ✓ 2 key words-Put you hat on ✓ 3 key words – can you wash dolly's face? <p>I can understand and respond to 'why' questions</p> <p>I can start a conversation and take it in turns to speak.</p> <p><u>Speaking:</u></p> <p>I can explain, describe, recount and retell</p> <p>I can join in with conversation (linked to listening)</p> <p>I can use a sentence of 4-6 words e.g. Can I have more milk please?</p> <p>I can use connectives to link words in sentences e.g. I want the car and the crayon / I like milk because it tastes nice</p>			<p><u>Listening, Attention and Understanding:</u></p> <p>I can listen carefully</p> <p>I can respond with questions, comments and actions</p> <p>I can make comments about what I have heard</p> <p>I can ask questions to help me understand</p> <p>I can engage in conversation with my friends and teachers</p> <p><u>Speaking:</u></p> <p>I can take part in whole class and group discussions</p> <p>I can explain why things happen/ might happen</p> <p>I can use vocabulary from stories, non-fiction, rhyme and poems</p> <p>I can express ideas and feelings</p> <p>I can use full sentences using past, present and future tenses</p> <p>I can use conjunctions (with support and modelling) to connect my ideas</p>		




<div></div> <div>Personal, Social and Emotional Development</div>	<div>I know school rules and responsibilities</div> <div>I know about healthy lifestyles (inc teeth, food, exercise)</div> <div>I am building independence</div> <div>I am developing my knowledge about feelings</div>	<div>I know how to be a good friend</div> <div>I know how to work with a peer and build play</div> <div>I know how to contribute to a sense of community</div>	<div>I know how to use my independence</div> <div>I know how to select and use resources</div> <div>I know how to show more confidence in new social situations</div>	<div>I know the names of feelings</div> <div>I know how to manage my personal hygiene in terms of hand washing, toileting etc.</div>	<div>I know how others are feeling.</div> <div>I know how to follow rules.</div>	<div>I know how to maintain relationships and friendships</div> <div>I know ways to solve conflicts and rivalries</div>
	<div>I know Class Rules and responsibilities linked to feelings</div> <div>I am starting to build on my independence</div> <div>I know how to have a healthy lifestyle</div>	<div>I am creating & maintaining relationships</div> <div>I know how important friendships are</div>	<div>I know how to keep safe.</div> <div>I know how to have a healthy lifestyle.</div> <div>I know how to keep my teeth and mouth healthy.</div>	<div>I am developing my knowledge about feelings</div> <div>I know some ways to look after the planet.</div> <div>I am starting to understand how we earn money and how to save money.</div>	<div>I know how to keep safe outside and in water.</div> <div>I am developing my knowledge about online safety</div>	<div>I am developing skills for maintaining relationships</div> <div>I am developing healthy lifestyles and relationships</div> <div>I know about how I am growing and changing</div> <div>I know which parts of my body parts are private</div> <div>I know who I can talk to if I don't feel safe.</div>
	Nursery Goals			Early Learning goals		
	<div>Self-regulation:</div> <div>I can talk about my feelings and feelings of others</div> <div>I can follow basic instructions and the “rules” of the setting</div> <div>Managing Self</div> <div>I am starting to handle new experiences with more confidence</div> <div>Building relationships:</div> <div>I can play with others cooperatively</div> <div>Linked to PD but in ELG:</div> <div>I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day</div>			<div>Self-Regulation:</div> <div>I can say how I and others are feeling</div> <div>I can show my understanding of feelings by changing my behaviour</div> <div>I can set myself goals</div> <div>I can wait for my requests and needs to be met</div> <div>I can listen to and respond to adults</div> <div>I can follow instructions accurately (several ideas/ actions)</div> <div>Managing Self:</div> <div>I can try new activities</div> <div>I can show resilience and perseverance when things are difficult</div> <div>I can explain and follow rules (in the classroom and around school)</div> <div>I can show I know right from wrong by my behaviour</div> <div>I can manage my own basic hygiene and personal needs e.g. toileting and dressing</div> <div>I can explain healthy food</div> <div>Building Relationships:</div> <div>I can work with others in a group</div> <div>I can play with others, take turns and share</div>		

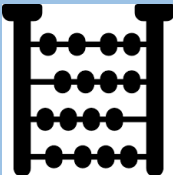


				<p>I can form good relationships with the adults in the classroom and around school</p> <p>I have lots of friends and positive friendships</p> <p>I know what my own needs are and can share them</p> <p>I am sensitive to the needs of others</p>		
 <p>Physical Development</p>	<p>I know how to use fundamental movement skills e.g., run, jump, hop</p> <p>I know how to use my core muscle strength to achieve good posture (start to develop handwriting posture)</p>	<p>I know my dominant hand and can use it for pencil control</p>	<p>I know how to negotiate space and obstacles safely</p> <p>I know how to use different movement styles to match situations e.g., crawling through tunnels etc.</p> <p>I know how to use a range of tools effectively including pencils and scissors</p>	<p>I know how to use strength, balance and co-ordination and experiment and use different ways of moving – bikes/ scooters etc.</p>	<p>I know how to use different ways of moving</p> <p>I know how to make large scale movements and balance</p> <p>I know how to use one handed tools and equipment</p>	<p>I know how to use a range of small tools effectively – drawing with accuracy</p> <p>I know the skills needed to get through the school day e.g., lining up</p> <p>I know how to use a comfortable pencil grip</p>
	<p>I am developing the skills needed to get through the school day e.g., lining up</p> <p>I will revise and use fundamental movement skills</p>	<p>I am developing using core muscle strength to achieve good posture</p> <p>I am starting to develop handwriting posture</p>	<p>I know how to negotiate space and obstacles safely</p> <p>I know how to use a range of tools effectively including pencils and scissors</p>	<p>I am demonstrating strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.</p> <p>I know how to use a range of tools effectively including pencils and scissors</p>	<p>I am demonstrating different ways of moving</p>	<p>I can use a range of small tools effectively- drawing with accuracy</p>
	Nursery Goals			Early Learning goals		



		Healthy Living and Hygiene: I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day I can make healthy choices Gross Motor Skills: I can I can balance (balance bikes, scooters, climbing) I can skip, hop and stand on one leg I can use large scale muscle movements Fine Motor Skills: I can I can use one handed tools confidently I can use a comfortable grip with good control when using pencils		Gross Motor Skills: I can travel around space and obstacles safely I can show strength, balance and co-ordination in movement I can move in different ways- run, jump, skip, climb Fine Motor Skills: I can hold a pencil effectively (tripod) I can use a range of tools e.g. scissors I can draw with accuracy		
 Literacy	Twinkl Phase 1 Phonics Developing mark making skills through gross motor movements Join in with stories, rhymes and songs	Twinkl Phase 1 Phonics Developing play linked to stories and retelling Sequencing and retelling stories Developing print knowledge	Twinkl Phase 1 Phonics Development of fine motor skills Starting to show interest in letters of their name and familiar others e.g. m for mum	Twinkl Phase 1 Phonics Using story vocabulary in play Writing letters from name (not all) Fine Motor Skills linked to mark making	Twinkl Phase 1- strong focus on segmenting and blending orally Initial sounds Rhyming Developing emergent writing Acquiring and using new vocabulary	Twinkl Phase 1- strong focus on segmenting and blending orally Initial sounds Rhyming Developing emergent writing Sequence and retell events and stories Write own name
	Twinkl Revisit phase 1 skills Listening Discrimination of sounds Initial sounds Mark Making Name writing Fine motor- pencil control Listen to stories and retell	Twinkl Phase 2 phonics Letter formation Writing initial sounds and basic CVC labels Retell stories through small world and role play Describe events in familiar stories and predict events (join in)	Twinkl Phase 2/ 3 phonics Letter formation Initial sounds and CVC labels (extend to captions) Sequence and retell stories	Twinkl Phase 3 phonics Labels and captions Short sentences- finger spaces, full stops and capital letters Draw vocabulary & knowledge from non-fiction and use throughout the day in different contexts Draw vocabulary and knowledge from non-fiction books and stories	Twinkl Phase 3/ 4 phonics Captions and sentences Use and understand new vocabulary from stories, poems and non-fiction Discuss what they know/ have found out	Twinkl Phase 4 phonics Sentences- finger spaces, caps letter, full stops Use and understand new vocabulary from songs and stories Sequence and retell stories Adapt narratives
		Nursery Goals		Early Learning goals		
		Writing I can write some letters with good formation e.g. the letters from my name I can orally segment single sound CVC words e.g. c-a-t I can say the initial sounds in most words I apply print knowledge to my emergent writing I can write my own name Reading I can talk about stories I have heard I can retell some familiar stories		Writing I can write most upper- and lower-case letters correctly I can hold my pencil in a good tripod grip I can write CVC words with sounds and letters I know I can write tricky words I can write simple sentences I can read my own sentences My teacher can read my sentences Reading: I can explain what I have read or has been read to me		



		<p>I can use good phonological awareness including oral blending skills, rhyme, alliteration and syllables</p> <p>I can join in with familiar rhymes and songs (and some patterned stories)</p> <p>I can use some story language or new vocabulary in my play</p> <p>I can retell simple stories</p> <p>I can recall facts from information I can say what I think might happen next I can use new vocabulary throughout my play</p> <p>Word Reading:</p> <p>I can match the letter and sound for all phase 2 single sounds and digraphs</p> <p>I can match the letter and sound for at least 10 phase 3 digraphs</p> <p>I can read CVC words containing phase 2 sounds</p> <p>I can read CVC words containing known digraphs</p> <p>I can read simple sentences and books matched to my phonics</p> <p>I can read tricky words from phases 2 and 3 confidently</p>				
 <p>Mathematics</p>	<p>Subitise up to 2</p> <p>Recite numbers past 5</p> <p>Make comparisons between objects- size, length, weight and capacity</p> <p>Use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>Spot patterns and talk about them e.g. stripes on a scarf</p>	<p>Experiment with their own symbols and marks</p> <p>Link numerals and amounts to 3</p> <p>Count to 3</p> <p>Use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>Describe familiar routes</p> <p>Discuss routes and locations- positional language</p>	<p>Make comparisons between objects related to size, height and length</p> <p>Capacity</p> <p>Make comparisons between quantities</p> <p>Say one number name for each item</p> <p>See 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting</p>	<p>Patterns- use patterned story The Train Ride- easy retelling</p> <p>Patterns</p> <p>Create and extend ABAB patterns</p> <p>Combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.</p> <p>Show 'finger' numbers to 5</p>	<p>Count, order, recognise and use numbers to 5</p> <p>Subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p> <p>Comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)</p>	<p>Solve real world problems</p> <p>More and fewer</p> <p>Experiment with own symbols and marks</p> <p>Identify, explain, continue and create patterns</p> <p>Sequence events using time language e.g. first, next, then</p>
	<p>Matching and comparing amounts</p> <p>Representing, comparing and composition of numbers to 3 including subitising</p> <p>Circles and triangles</p> <p>Compare mass, length and capacity</p> <p>Exploring pattern</p>	<p>Representation of numbers to 5</p> <p>Look closely at the composition of numbers to 5 (including subitising)</p> <p>Squares and rectangles</p> <p>Positional language</p>	<p>Numbers 6, 7, 8</p> <p>Comparing numbers to 5- 10</p> <p>Combining two groups</p> <p>Numbers 9 and 10</p> <p>Finding pairs</p> <p>Compare mass and capacity</p> <p>Length and height</p>	<p>Number bonds to 10</p> <p>Starting to count beyond 10</p> <p>Patterns and number relationships</p> <p>3D shapes</p> <p>Time</p>	<p>Building numbers beyond 10</p> <p>Adding more and taking away</p> <p>Doubling and sharing</p> <p>Even and odd</p> <p>Spatial Awareness</p>	<p>Deepening understanding</p> <p>Patterns and relationships</p> <p>Spatial awareness</p> <p>Consolidation</p>
Nursery Goals			Early Learning goals			




	<p>Number:</p> <p>I can count, order, recognise and use numbers to 5</p> <p>I can subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p> <p>I can compare quantities using the vocabulary of greater, less, more, fewer and the same</p> <p>Number patterns:</p> <p>I can talk about patterns and spot errors</p> <p>I can continue and create patterns</p> <p>I can sequence a pattern of events using time language e.g. first, next, then.</p> <p>I can talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)</p>	<p>Number:</p> <p>I can show how numbers to 10 are made up using different models e.g. part whole, tens frame</p> <p>I can recognise the numerals to 10 and match to quantity consistently</p> <p>I can recognise quantities up to 5 without counting</p> <p>I can recall number bonds up to 5 and some to 10</p> <p>I can match subtraction facts with number bonds</p> <p>I can recall some double facts within 10</p> <p>Number Patterns:</p> <p>I can count beyond 20</p> <p>I can compare quantities using greater/ more than, fewer/ less than, the same/ equal</p> <p>I can show patterns in numbers to 10</p> <p>I can talk about odd and even numbers</p> <p>I can say double facts</p> <p>I can share equally</p>
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 <p>Understanding the World – Science / History / Geography</p>	<p>I know where food comes from</p> <p>I know about healthy food choices</p> <p>I know & can name some members of my family.</p> <p>I know my own life story.</p> <p>I am becoming more aware of the past linked to myself and my family and how it has changed</p> <p>I know & can identify similarities and differences between shops today and when grandparents were children.</p>	<p>I know which season is likely to be hotter.</p> <p>I know what season is likely to be the coldest.</p> <p>I know what season flowers start to grow.</p> <p>I know what season leaves fall off the trees</p> <p>I know what you can make using snow.</p> <p>I know there are four seasons</p> <p>I know the physical changes caused by the four seasons.</p>	<p>I know that a bird is an animal.</p> <p>I know some parts of a bird (e.g. feathers, wings, 2 legs, beak)</p> <p>I know that birds lay eggs.</p> <p>I know a baby bird is called a chick.</p> <p>I know what birds live here and in Senegal.</p> <p>I know why some birds fly to warmer countries</p>	<p>I know that people create rubbish.</p> <p>I know that people sort rubbish.</p> <p>I know that our planet is having problems.</p> <p>I know one way I can help (e.g. but some rubbish into the recycling box).</p>	<p>I know the names of some of the trees.</p> <p>I know that trees can be the same and different</p> <p>I know trees change over time</p> <p>I know that I need to respect and care for the natural environment and all living things.</p> <p>I know where our food comes from.</p> <p>I know that we can grow some of our food.</p>	<p>I know that some environments that are different to the one in which they live.</p> <p>I know things that have changed within my family's lifetimes.</p> <p>I know that Arnside is a holiday resort.</p> <p>I know that holidays have changed over time.</p>
	<p>Nursery Goals</p> <p>The Natural World</p> <p>I can talk about the key features of life cycles using key vocabulary</p> <p>I can talk about the world around us observing animals and plants</p>		<p>Early Learning goals</p> <p>The Natural World</p> <p>I can explore the natural world</p> <p>I can make observations of animals and plants and use these observations to draw pictures</p> <p>I can contrast the natural world around me with different environments</p> <p>I can talk about some of the changes in the natural world (including seasons and changing states of matter)</p> <p>Past & Present:</p>			



	<p>Past & Present</p> <p>I can talk about some of my own and my family's history (grandparents, parents, etc.)</p> <p>People, cultures & Communities</p> <p>I can talk about the differences I have seen in people, countries and communities</p>	<p>I can talk about the lives of people I am familiar with</p> <p>I can talk about the roles of people in society</p> <p>I can give similarities and differences between the past and now</p> <p>I can talk about the past using books and stories talking about the characters, settings and events</p> <p>People, cultures & Communities</p> <p>I can describe the school environment using what I know from</p> <ul style="list-style-type: none"> ✓ Observation ✓ Discussion ✓ Stories/ non-fiction ✓ Maps <p>I can talk about religion and culture within my country (UK)</p> <p>I can talk about what is the same and different in life in this country and in other countries</p>

<div></div> <div>Expressive Arts and Design</div> <div>Art, Design & Technology / Music</div>	<div>I know how to explore the use of colour and design</div> <div>I know how to explore tools and their uses</div> <div>I know that songs are used in celebrations</div>	<div>I can invent and adapt stories through my role play and small world play</div> <div>I can remember and sing entire songs</div>	<div>I know how to make use of props and materials in the role play area to re-create well known stories</div> <div>I know how to perform songs and stories</div>	<div>I know how to develop my own designs and select materials</div> <div>I know how to create and adapt designs</div>	<div>I know how to perform and create poems, songs and stories and play instruments</div> <div>I know how to invent, adapt stories- imaginative play</div> <div>I know there are different styles of music.</div>	<div>I know how to explore and use a range of tools</div> <div>I know how to develop pencil and tool control to create complex and detailed pictures</div> <div>I can keep in time with a beat.</div>
	<div>I know how to explore the use of colour and design</div> <div>I know how to explore tools and their uses</div> <div>I can find a pulse in music.</div>	<div>I know how to invent and adapt stories through my role play and small world play.</div> <div>Make use of props and materials in the role play area to re-create well known stories</div>	<div>I know how to perform songs and stories</div> <div>I know how to develop my own designs and select materials</div> <div>I am starting to understand about pitch</div>	<div>I know how to create and adapt designs</div> <div>I know how to perform and create poems, songs and stories and play instruments</div>	<div>I know how to invent and adapt stories through my role play and small world play</div> <div>I know how to explore the use of and a range of tools</div> <div>I know there are different styles of music.</div>	<div>I am developing preferences for forms of expression and explain my use of materials and design</div> <div>I can keep in time with a beat.</div>
	Art and Design Based Skills					
	<div>I am developing my colour identification</div> <div>I am developing my colour mixing</div>	<div>I know the primary colours</div> <div>I can colour mix with intent</div>	<div>I know how to draw with accuracy</div> <div>I know how to select tools for a purpose</div>	<div>I know how to Join materials together</div>	<div>I know how to explore the use of textures</div>	<div>I know how to consolidate and create depth within my skills and development learnt</div>
	Nursery Goals				Early Learning goals	



	<p><u>Creating with Materials:</u> I can use a range of art materials, joining and colour mixing purposefully and freely</p> <p><u>Music:</u> I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm</p> <p><u>Being imaginative & Expressive:</u> I can start to develop my own stories linked to what I know through role & small world play</p>	<p><u>Creating with Materials:</u> I can safely use tools e.g. scissors I can explore using materials and techniques I can design art/ a product thinking about colour, texture and function I can explain what I have made I can talk about how I made it</p> <p><u>Music:</u> I can sing well known nursery rhymes I can sing some familiar songs (Xmas play etc.) I can perform songs, rhymes, poems and stories alone and with others I can try to move in time with music</p> <p><u>Being imaginative & Expressive:</u> I can use props and materials when I am role playing familiar stories I can adapt and recount narratives and stories with my friends and adults I can invent my own stories</p>
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