

Big Picture Plan – 2024/25

Areas of Learning	Autumn 1 I am special	Autumn 2 Blast Off!	Autumn 2 My Family	Autumn 2 Celebrations	Spring 1 All around the world	Spring 2 How things grow	Summer 1 I'll huff and puff!	Summer 2 999
Events/foci in addition to children's initial interests and fascinations.	Wk 1- Transition /Baseline (Meet and Greet sessions) Building secure relationships between children and adults Modelling and embedding routines /Trusted 5 Wk 2- Elmer- Me being unique and revisiting colours (preschool) Wk 3- Colour Monster designing a tool kit for managing my emotions. Zones of regulation Wk 4-Bing Bed time – routines looking after their selves- school day routine. (Dentist Visit) Nurse in to talk about bedtime routine. Wk 5-Can't you sleep little bear- Introduce class bear. (Get new class bear) recap routines Wk 6 Autumn- Goodbye Summer Hello Autumn (Mapping- Autumn Walk around the school) Wk 7/8- Autumn- Leaf Man (Little red hen fairy tale bread tasting and bread making.)	Wk1 – Firework safety- Bonfire night- hot dogs Topsy and Tim's Bonfire Night Wk 2 Astro Girl (Crashed spaceship) Wk 3 Aliens- You can't eat a princess. (imagination) Alien landing	Wk 4 The girl with 2 dads. (Looking at our own school community/ Families Exit – Inviting family in for a family afternoon tea- celebrating all different families.	Wk5/6-7 Celebrations Non-fiction Christmas Story Post letter to Father Christmas Christmas experience at local church. Learning about Christmas in other countries (Link to EAL families in our class) Hanukah /Diwali Watching other class Christmas Performance.	Wk 1- Non-fiction Winter Book- Winter Walk Trip (recap Autumn/senses) around Bearwood. Learn about Bearwood - Recap Mapping Recap routines Wk 2 Handa's surprise (Fruit Kebabs) Comparing climates of us and another country. Wk 3 Handa's noisy night. Child interests- After home visit- lots of exotic pets! Learning about animals from around the world. Wk 4 Multicultural story- The perfect fit Wk 5 Non-fiction text to learn about our EAL children in our class and their heritage.	Wk 1- Spring Walk in school grounds (recap winter/autumn/senses) Farm Trip What the ladybird heard Wk 2) What the ladybird heard next Farm animals Chicks arrive Wk 3 Teeny weeny Tadpoles book Lifecycles – Tadpoles at forest school. Wk 4 Growing frogs Caterpillars arrive (hungry caterpillar for UTW) Wk 5 and 6 Jasper's Beanstalk- Growing Our own plants (Jack and the beanstalk tradition tale story time) (Revisit our own lifecycle from 'my family week')	Wk 1 Goldilocks and the three bears Wk 2 Three Little Pigs (repeated refrains) (Materials) Wk3 Three Billy Goat's Gruff Wk 4 Little red riding hood Letter from the wolf arrives Wk 5 Gingerbread man (Cooking gingerbread men) Wk 6 Ugly Duckling (Revisit lifecycles) RNLI Talk- Floating and Sinking	Wk 1- Police in to visit Wk 2 Fireman in to visit Wk 3- Nurse or Doctor Visit (Senses) Wk 4 A superhero like me (Everyday hero dress up day) Wk 5 and 6 Superpotato and evil pea Finish with superhero ball Making their outfits bringing all EAD skills together from the year. (Look at old/police cars/fire trucks/ outfits & vehicles in diff countries and look at old and new versions of emergency vehicles across the half term)
Why? Pink=Learning being built upon.	PSED Ourselves This topic's main theme is developing the children's PSED skills. Teaching the children that we are all special and unique.	Safety Curriculum PSED Fireworks	UTW Our Local Community Learning about our families and looking at differences and similarities	UTW Our Local Community Learning about special festivals each other celebrate.	UTW Our World After the Winter Walk- comparing other climates to ours looking at animals from other places. Learning about other countries. Cooking Skills	UTW- Learning about lifecycles and growing (Revisiting our own lifecycle when learning about my own family)	C and L and Reading Focus on oracy and story language. Ugly Duckling revisiting lifecycles RNLI-Sea Safety (PSED Safety Curriculum)	UTW Past and Present Looking at old and new Police, fire, nurses doctors vehicles, outfits. Learning about emergency services following on from

	Elmer – revisiting colours from preschool Self regulation- introducing our calm down area and zones of regulation. Learning the routines of the school day and linking it to familiar and important routines at home. Such as, bedtime routines. Introducing the class bear, who can't sleep sharing their knowledge of how to look after themselves. Learning about ourselves- building on nursery UTW Past and Present What can we do now that we couldn't do before. Difference between Pre-school and reception. Cooking skills Bread – tasting bread then making it (senses) UTW Seasons /Autumn (senses)	(Safety Curriculum) Space-Child initiated topic (Very shy child showed an interest in space on his home visit.)	between each other. (Spiral , building on how we know we are all unique and special – All about me topic Learning about our School Community	Learning about Christmas around the world. (Link to EAL families)	Making fruit kebabs and fruit tasting (senses) UTW Seasons Winter Walk Senses)	(Home Visit- lots of exotic pets- animal focus) Tasting Vegetables that we can grow. (senses) UTW Seasons Spring Walk (Senses)	Cooking skills Gingerbread men	RNLI/ Road safety visit over the last term EAD Superhero ball Bringing all their EAD skills together to design their superhero outfits. Nurses week (senses) Cooking skills Making treats for the Superhero ball.
PSED Texts	Topsy and Tim start school. Bing goes to bed Bing goes to the toilet Bing routine stories While we can't hug I don't want to wash my hands Invisible string	Ruby's Worrays Oh No George Non- fiction Firework safety book. Mog's Christmas Calamity			The Koala that could My name is not refugee- Kate Milner It's a no money day Kate Milner	Would you like a banana – Yasmeen Ismail Babara throws a wobbler – Nadia Shireen Almost anything – Sophy Henn	Conker the chameleon. Have you filled a bucket today? Cinderella and the beautiful stepsisters (challenging stereotypes about beauty)	Bing goes to school Worraysaurus Only one me.
Oracy	(Begin-Taking Teddy Home – story telling) Oli the dog introduce and begin sending. / Show and tell Story time- explaining new language as it arises (3-4)	Taking teddy Home Chatty Box Neli Assessments			(Begin Innovation of Teddy story-Taking home Chatty Box Being 1-1 Neli	Innovation of Teddy story-Taking home Chatty Box	Begin what's in the box	What's in the box

	Feeling words Chatty Box Begin Whole Class Neli					
Expressive arts texts/ KUW Texts	Mix it up Leaf Man Non-fiction Autumn books	Roaring rockets Non- fiction space books You choose in space Non- fiction celebrations books Nativity Story	My world your world. Ready to read around the world collection.	Peter Rabbit – Beatrix Potter Farm/caterpillar / chick/ plant fact books. David Attenborough (Big people/ little books) Someone Swallowed Stanley The seahorse Eric Carle	Non-Fiction- Material books	Tony Mitton Flashing Fire Engines and other emergency service books.
Traditional Tales	Little red hen (Linked to bread making- harvest)	Snow white- Linked to Snow white in space) Goldilocks in space. (adapt on the fairy tales) Snow white in space(adapt on the fairy tale)	Elves and the shoemaker (Linked to looking at different clothes we wear around the world) Cinderella and her beautiful stepsisters(breaking down stereotypes of how we look)	Jack and the Beanstalk The enormous Turnip (All linked to growing)	Revisit all previous fairy tales – look for patterns in language and comparing characters	The emperor’s new clothes. (linked to making an outfit for the ball)
Main Literacy Texts	1- Transition Week 2- Elmer 3- Colour Monster 4- Bing Bed times 5- Can’t you sleep little bear 6- Goodbye Summer, Hello Autumn 7&8 Leaf Man	1. Topsy and Tim’s Bonfire night 2 Astro Girl 2. You can’t eat princesses. 4&5 The girl with 2 dads 6&7 Nativity Story (Non Fiction)	1. Winter Book 2. Handa’s Suprise 3. Handa’s Noisy night 4. Perfect Fit 5. EAL linked text to children in our class. TBC child-led	1. What the ladybird heard 2. What the ladybird heard next 3. Teeny Weeny Tadpoles 4. Growing Frogs 5&6 Jasper’s Beanstalk	1. Three little pigs 2. Goldilocks 3. Three Billy Goat’s Gruff 4. Little red riding hood 5. Gingerbread man 6. Ugly Duckling	1. Non-fiction Police 2. Flashing Fire engines 3. Non Fiction Doctor book 4. A superhero like me 5&6 Super potato evil pea rules
Songs and Rhymes	Revisit Nursery Rhymes Humpty Dumpty (Revisit) Twinkle Twinkle (Revisit) Incy Wincy Baa Baa Black Sheep 1,2,3,4,5 I caught a fish alive Hot cross buns Five little ducks Five Speckled Frogs Hickory Dickory Dock <u>Other counting to 5 songs</u> 5 little speckled frogs 5 little ducks 5 elephants went out to play 5 spiders	Autumn leaves falling down. Zoom zoom zoom – counting back song 5 Little men in a flying saucer (Space songs) Christmas nativity songs	Multicultural songs from around the world.	Maths ten songs- link to white rose. Ten in the bed Ten green bottles Little Bunnies Old MacDonald Farmer in the den Baa baa black sheep I’m a spring chicken A tiny caterpillar on a leaf (Easter –Hot Cross buns)	Three little pigs poem. Goldilocks went to the house of the bears I oink I grunt poem. I’m a little bear cub poem	The wheels on the bus go round and round. (songs about transport) London’s Burning

Educational Programme	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.					
Communication and Language 3-4	Sing a large repertoire of songs Know many rhymes Develop their communication Develop their pronunciation	Use talk to organise themselves and their play. Start a conversation with an adult or friend and continue it for many turns	Use longer sentences of 4 to 6 words Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.	Pay attention to more than one thing at a time. Understand a question or instruction that has two parts.	Enjoy listening to longer stories and can recall much of what has happened. Be able to talk about familiar books and be able to tell a long story.	Use a wider range of vocabulary. Understand why questions
Communication and Language Reception	Know how to listen carefully and why listening is important. Learn new vocabulary Develop social phrases Engage in story times.	Use new vocabulary throughout the day Develop social phrases Describe events in detail. Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen. Learn rhymes, poems and songs Engage in non fiction books	Listen to and talk about stories to build familiarity and understanding Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound.	Ask questions to find out more and to check they understand what has been said to them. Describe events in detail. Engage in non fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Connect one idea or action to another using a range of connectives. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition. Listen to and talk about stories to build familiarity and understanding Articulate their ideas and thoughts in well-formed sentences Use walkie-talkies. Use 2 Simple following instructions	Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences Engage in non-fiction books Use 2 Simple following instructions.
Curriculum Goals	Can formulate a simple , coherent, compound sentence using and /or/because Can verbally share my story lines with peers whilst playing Can formulate and answer a simple question Can recite a selection of taught nursery rhymes Can listen carefully during group, 1;1 and whole class situations Can verbalise ideas whilst playing		Can formulate a coherent, compound sentence using new vocabulary with understanding Can express storylines and negotiate with peers Can ask a question to retrieve further information Can recite known rhymes with intonation and show awareness of repeated language patterns Can respond showing understanding Can evaluate ideas and use talk to solve problems and negotiate		Can talk about themselves and experiences in detail ,using compound sentences, correct tenses and a rich range of vocabulary Can apply a rich range of vocabulary to retell stories, engage in non fiction and talk about stories Can use repeated language patterns(rhymes, poems and songs) in roleplay, small world and written story lines Can respond showing a deep understanding using a rich range of vocabulary. Can talk in detail about how and why things work	

Vocabulary	Story fiction nonfiction rhymes poems listen speak talk Because and or question answer why what	How problem next rhythm pattern repeat	Vocab appropriate to content Question words			
Educational Programme	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.					
Personal Social and Emotional 3-4	Select and use activities and resources with help when needed. Develop their sense of responsibility and membership of a community. Talk about their feelings using words like angry and sad. Remember rules, understanding why they are important.	Become more outgoing with unfamiliar people Show more confidence in new social situations. Increasingly follow rules, understanding why they are important.	Play with one or more children, extending and elaborating play ideas.		Understanding gradually how others might be feeling. Talk with others to solve conflicts. Find solutions to conflicts and rivalries.	Develop ways of being assertive
Personal, Social and Emotional Reception	See themselves as a valuable individual Express their feelings and consider the feelings of others. Manage their own needs. (Sleep routines/ tooth brushing)	Build constructive and respectful relationships	Show resilience and perseverance in the face of challenge. Manage their own needs. (Healthy Eating)	Computer I can create images on a computer using a range of programmes. I can use a painting app and explore the paint and brush tools.	Think about the perspective of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	Identify and moderate their own feelings socially and emotionally. Show resilience and perseverance in the face of challenge. Think about the perspective of others.
Curriculum Goals	Can toilet independently and wash hands Can recognise and say when they are upset, happy, hurt or need help Can understand that sleep, regular activity and tooth brushing keep their bodies healthy	Can take off and put on jumpers, shoes and coats independently Can explain how they are feeling and say why Can understand how their behaviour can impact others Can identify foods that keep them healthy Can identify when they are feeling disappointed, frustrated, and discouraged Can use a simple mouse on a computer.	Can dress and undress all garments independently Can regulated own feelings by using a variety of strategies independently Can identify how my peers are feeling Can alter their behaviour to be sensitive to the needs of others and different social contexts Can say why sleep, healthy food, regular activity and tooth brushing keeps their bodies healthy Can understand challenges and demonstrate not giving up.			
Vocabulary	water wash soap toilet feeling sleep active regular daily screen time body teeth brushing Vocab related to feelings	Disappointed discouraged frustrated fail challenge persevere behaviour healthy food fruit balance vegetable	Calming calm down dress undress change new choice			
Educational Programme	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives ⁷ . 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence					
Physical Development (PE/Gross and Fine) 3- 4 Years	Develop their movement, balancing, riding(Scooters, trikes, bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use large muscle movements to wave flags and streamers paint and make marks. Make healthy choices about toothbrushing.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use one handed tools and equipment, for example making snips in paper. Use a spoon to mix ingredients and hands when needed eg – to make a dough base.	Match their developing physical skills to tasks and activities in the setting. Collaborate with other to manage large items. Use a comfortable grip when holding pens and pencils. Make healthy choices about food and drink Name a variety of fruits and vegetables. Articulate which they like and don't like. Sort some foods into healthy and unhealthy choices.	Start taking part in some group activities which they make up for themselves or in teams.	Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm. Be increasingly independent as they get dressed and undressed, for example putting on coats and doing up zips	Choose the right resources to carry out their plan. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Use a knife to spread butter and create a sandwich.
Physical Development (PE/Gross and fine) Reception	Revise and refine the fundamental movement skills they have already acquired. Rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop the overall body strength, co-ordination balance and agility needed to engage successfully with future physical disciplines. Use their core muscle strength to achieve a good posture when sitting on the floor. Know and talk about the different factors that support their overall health and wellbeing.(toothbrushing/ sensible amounts of screen time/ having a good sleep routine) Develop the skills they need to manage lining up and queuing	Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors alone and in a group.	Use their core muscle strength to achieve a good posture when sitting at a table. Develop the skills for mealtimes. Learn how to mash a potato. Use a knife and fork when eating. Develop and refine a range of ball skills, including throwing, catching, kicking passing batting and aiming,	Progress towards a more fluent style of moving with developing control and grace. Know and talk about the different factors that support their overall health and wellbeing.(regular physical activity/ healthy eating/ being a safe pedestrian.	Develop confidence, competence precision and accuracy when engaging in activities that involve balls.	Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing.(regular physical activity/ healthy eating/ toothbrushing/ sensible amounts of screen time/ having a good sleep routine/ being a safe pedestrian.
Curriculum Goals	Can sit for a sustained period using correct posture on the carpet Can hold scissors using the correct hold and use snipping action Can make a mark using paintbrushes, pencils, pens of different shape and sizes		Can cut a straight-line using scissors Can sit for a sustained period using correct posture at the table		Can cut a curved shaped Can hold pencil with pincer grip and form most letters using correct orientation	

	Can hold a tool and saw effectively Can hold a pencil using tripod hold and early stages of pincer hold Can roll, throw and kick a ball without control	Can hold a pencil using a pincer grip and draw curved and straight lines. Can hold knife and fork and cut food effectively Can pedal, and push a scooter effectively. Can roll , throw and kick a ball with control Can balance on steppingstones and wooden planks	Can use different equipment involving balancing, core strength and co ordination Can catch and throw different sized balls Can jump, roll, twist, hop , run and balance using different equipment																																																																																																													
Vocabulary	Sit posture hold snip thumb fingers strength knife fork cut spread push pull saw balance wobbly roll, throw , kick up/down	Straight line throw kick balance core grate backwards forwards pedal	Hop jump twist throw aim pincer target flexible Control precision.																																																																																																													
Educational Programme	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).																																																																																																															
Literacy 3-4 LW L & S	Count or clap syllables in a word Recognise words with the same initial sound. Print has different meaning and purposes Discriminate between two or more sounds	Print has different meaning (cards/ thank you letters We read English text from left to right and from top to bottom and understand the names of the different parts of the book and page sequencing. Pronounce the following sounds s a t p i n Orally blend a CVC word	Print has different purposes (signs on a winter walk) Pronounce the following sounds m d g o c k c k e Write some or all of their name Pronounce the following sounds –u r h b f l j Write some letters accurately. Engage in extended conversations about stories learning new vocabulary. Spot and suggest rhymes Pronounce the following sounds v w x y z qu Use some of their print and letter knowledge in their early writing. (For example, writing a m for mummy) Print has different purposes (Fact books/ labels making signs for the police) Spot and suggest rhymes Pronounce the following sounds ch,sh,th,ng,nk																																																																																																													
Literacy Reception LWL&S Phonics Progression LWL&S Reading Programme	Word Reading <table><tr><th colspan="2">New tricky words</th></tr><tr><td>Week 1</td><td>s a t p</td></tr><tr><td>Week 2</td><td>i n m d</td></tr><tr><td>Week 3</td><td>g o c k</td></tr><tr><td>Week 4</td><td>c k e u r</td></tr><tr><td>Week 5</td><td>h b f l</td></tr></table> <table><tr><th></th><th>Phase 2 graphemes</th></tr><tr><td>Week 1</td><td>ff ll ss j</td></tr><tr><td>Week 2</td><td>v w x y</td></tr><tr><td>Week 3</td><td>z zz qu words with s /s/ added at the end (hats sits) ch</td></tr><tr><td>Week 4</td><td>sh th ng nk</td></tr><tr><td>Week 5</td><td>• words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)</td></tr></table> <table><tr><th></th><th>Phase 2 graphemes</th></tr><tr><td>Week 1</td><td>put* pull* full* as</td></tr><tr><td>Week 2</td><td>and has his her</td></tr><tr><td>Week 3</td><td>go no to into</td></tr><tr><td>Week 4</td><td>she push* he of</td></tr><tr><td>Week 5</td><td>we me be</td></tr></table> I can read some letter groups that represent one	New tricky words		Week 1	s a t p	Week 2	i n m d	Week 3	g o c k	Week 4	c k e u r	Week 5	h b f l		Phase 2 graphemes	Week 1	ff ll ss j	Week 2	v w x y	Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	Week 4	sh th ng nk	Week 5	• words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)		Phase 2 graphemes	Week 1	put* pull* full* as	Week 2	and has his her	Week 3	go no to into	Week 4	she push* he of	Week 5	we me be	Word Reading <table><tr><th></th><th>Phase 2 graphemes</th></tr><tr><td>Week 1</td><td>ai ee igh oa</td></tr><tr><td>Week 2</td><td>oo oo ar or</td></tr><tr><td>Week 3</td><td>ur ow oi ear</td></tr><tr><td>Week 4</td><td>air er words with double letters: dd mm tt bb rr gg pp ff</td></tr><tr><td>Week 5</td><td>longer words</td></tr></table> <table><tr><th></th><th>New tricky words</th></tr><tr><td>Week 1</td><td></td></tr><tr><td>Week 2</td><td>was you they</td></tr><tr><td>Week 3</td><td>my by all</td></tr><tr><td>Week 4</td><td>are sure pure</td></tr><tr><td>Week 5</td><td></td></tr></table> I can read some letter groups that each represent one sound and say sounds for them.		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	Week 1 Week 2 Week 3 Week 4 Week 5 I can read a few common exception words. I recognise my name Writing I am giving meaning to marks Encouraging children to hold a pencil correctly and say what their marks mean. - Use some print and letter knowledge in early writing e.g. starting at the top of the pages/initial sounds I can: - Use one handed tools - Use comfortable grip and show good control with pencil - Show a preference for a dominant hand	sound and say sounds for them. I can read a few common exception words. I know how to blend with taught graphemes. I can read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Writing – I can: - I can write a label or list - I can spell a CVC word - I can begin to attempt a caption with support. - Segment and record words with taught graphemes.	I can read a few common exception words. I can read simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words. Writing – I can: - I can write captions with common exception words and finger spaces. - Begin to form lower-case and capital letters correctly.	Week 1 Week 2 Week 3 Week 4 Week 5 No new tricky words Review all taught so far Secure spelling I can read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Writing – I can: - Start to form lower-case and capital letters correctly. - Write and spell common exception words correctly	exception words. I can read simple phrases and sentences made up of words with known letter–sound correspondences and a few common exception words. I can re-read books to build up confidence in word reading, fluency and understanding and enjoyment. Writing – I can: - Form lower-case and capital letters correctly. - Write short sentences by segmenting unfamiliar words and spelling known tricky words correctly.	Week 1 Week 2 Week 3 Week 4 Week 5 No new tricky words Review all taught so far Secure spelling I can re-read books to build up confidence in word reading, fluency and understanding and enjoyment. Writing – I can: - To start to introduce adjectives into writing. - To start to edit writing, ensuring each sentence has a capital letter, finger spaces and a full stop. - Form lower-case and capital letters correctly.
Curriculum Goals	Write some/all of name Write some letters accurately. Saying sounds for individual letters Spell a CVC word		Children Spell words by segmenting with taught graphemes Start to record short, simple captions or sentences by segmenting unfamiliar words and spelling known tricky words correctly.		Children starting to remember to use a capital letter, finger spaces and a full stop for each sentence. Children re-read what they have written to check that it makes sense.	
Vocabulary	Name letter sound blend segment read grapheme Write left handed right handed list caption word label Tricky word sticky bit Rhyme rhyming story		Digraph - 2 letters 1 sound Trigraph - 3 letters - 1 sound Sentence spelling lowercase capital letter Fiction / non-fiction Fluency full stop finger spaces		Fluency Re-read Narrative Poem	

Educational Programme	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.		
Maths 3-4	Say one number for each items in order: 1,2,3,4,5 Recite numbers past 5. Link numerals and amounts. Compare quantities using language more than fewer than Talk about and explore 2D shapes.	Develop fast recognition of up to 3 objects, without having to count them individually. Know that the last number reached when counting a small set of objects tells you how many there are in total. (Cardinal principal) Understand position through words alone. Describe a familiar route. Describe routes and locations using words like in front of and behind. Talk about and identify the patterns around them. Begin to describe a sequence. (Jaspers beanstalk)	Show finger numbers up to 5. Talk about and explore 3D shapes Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Make comparisms between objects relating to size, length weight and capacity Select shapes appropriately: flat surfaces for buildings. Combine shapes to make new ones- an arch or bigger triangle for example. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern.
Maths Reception White Rose	<u>Match, sort and compare.</u> Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create Sorting rules Compare amounts. <u>Talk about measure and patterns.</u> Compare size and mass. Compare capacity. Explore simple patterns. Copy and continue simple patterns.	<u>Alive in 5</u> Zero Find 0-5 Subitise and represent 0-5 1 more/1 less Composition Conceptual subitising to 5 <u>Mass and Capacity</u> Compare mass Find balance Explore capacity Compare capacity	<u>To 20 and Beyond</u> Build numbers beyond 10 Continue patterns beyond 10 Verbal counting beyond 20 Verbal counting patterns. <u>How many now?</u> Add more How many did I add? Take away How many did I take away? <u>Manipulate, compose and decompose</u> Select shapes for a purpose Rotate shapes

It's me 1,2,3

Find 1,2,3

Subitise 1,2,3

Represent 1,2,3

1 more/1 Less

Composition of 1,2,3

Circles and Triangles

Identify and name circles and triangle.

Compare circles and triangles.

Shapes in the environment

Describe position.

1,2,3,4,

Find 4 and 5

Subitise 4 and 5

1 more/1 less

Composition of 4 and 5

Composition of 1-5

Shapes with 4 sides

Identify and name shapes with 4 sides

Combine shapes with 4 sides

Shapes in the environment

My day and night

Snack maths – 1,2,3,4,5 Number pairs up to 5/ begin addition language

Growing 6,7,8

Find and represent 6,7,8

1 more /1 less

Composition of 6,7,8

Make pairs odd and even

Find and make doubles to 8

Combine 2 groups

Conceptual subitising

Length, height and time

Explore and compare length.

Explore and compare height.

Talk about time.

Order and sequence time.

Building 9 and 10

Find and represent 9 and 10.

Conceptual subitising to 10.

1 more/1 less.

Composition to 10.

Bonds to 10 (2 parts/ 3 parts)

Make arrangements to 10.

Find and make doubles to 10.

Explore odd and even.

Explore 3D shapes

Recognise and name 3D shapes.

Find 2D shapes within 3D shapes.

Use 3D shapes for tasks.

Identify 3D shapes in the environment.

Identify more complex patterns.

Manipulate Shapes

Explain shape arrangements

Compose shapes

Decompose shapes

Copy 2D shape pictures

Find 2D shapes within 3 D shapes

Sharing and grouping

Explore sharing and grouping

Even and odd sharing

Play with and build doubles.

Visualise build and map

Identify units of repeating patterns

Create own pattern rules

Explore own patterns rules

Replicate and build scenes and constructions

Visualise from different positions

Describe positions

Give instructions to build

Explore mapping

Represent maps with models

Create own maps from familiar places, stories and plans.

Make connections

Deepen Understanding

Patterns and relationships

Snack maths – secure up to 10- /doubling/ number pairs to 10

		Know there are different countries in the world and talk about the differences they have experiences of seen in photos. Explore collections of materials with similar and or different properties.	differences they have experiences of seen in photos.	Plant seeds and care for growing plants Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Talk about the differences between materials and the changes they notice.	
Knowledge and Understanding of the World Foundations in Science, History, Geography, RE and Computing	Tal about members of their immediate family and community Name and describe people who are familiar to them. Comment on images if familiar situation in the past Draw information from a simple map Use everyday language related to time. Order and sequence familiar events—create timeline for their day & sequencing events in own life. Know about similarities and differences between themselves and others, and among families, communities and traditions. Explore the natural world around them Explore that they see, hear, and feel whilst outside. Understand the effect of changing seasons on the natural world around them. I know how people celebrate I know what makes places special	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some environments that re different to the one in which they live. Describe, name and sort basic materials. Talk about past and present events in their own lives and in lives of family members. Know about similarities and differences between themselves and others, and among families, communities and traditions. Be curious about people and show interest in stories. Name and describe people who are familiar to them. Talk about members of their immediate family and community Order and sequence familiar events—create timeline for their day & sequencing events in own life. I know why Christians perform nativity plays	Draw information from a simple map Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between eh life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Know about similarities and differences between themselves and others, and among families, communities and traditions. Answer ‘how’ and ‘why’ questions ... in response to stories or events. I can use photos of the school environment and perhaps the surrounding area to identify local features.	Explore the natural world around them Explore what they see, hear, and feel whilst outside. Use everyday language related to time. Order and sequence familiar events—create timeline for their day & sequencing events in own life. Know what a question is & use question words (how, why, what, when, where and who). Question why things happen and give explanations Talks about differences between materials and changes they notice. Describe detailed features of objects materials and living things through outdoor play and small world. I know how to care for living things. And their environment. I know about growth, decay and changes over time. I can talk about why things happen and how things work. I can make observations of animals and plant and explain why some things	Compare and contrast characters from stories, including figures from the past. Know what a question is & use question words (how, why, what, when, where and who). Explain own knowledge and understanding, and asks appropriate questions. Question why things happen and give explanations Talks about differences between materials and changes they notice. Describe detailed features of objects materials and living things through outdoor play and small world. I know what makes places special I can recognise and name features of the school environment I know why the word God is so important	Comment on images if familiar situation in the past Order and sequence familiar events—create timeline for their day & sequencing events in own life. Know what a question is & use question words (how, why, what, when, where and who). Question why things happen and give explanations Explain own knowledge and understanding, and asks appropriate questions. Talks about differences between materials and changes they notice. Describe detailed features of objects materials and living things through outdoor play and small world.

	I can recognise and name features of the school environment			occur and talk about changes I know why Easter matters to Christians		
Curriculum Goals	I can talk about the places and locations in my immediate environment. I can recognise and name features within the school environment. I can use photos of the school environment and perhaps the surrounding area to identify local features. I can discuss similarities and differences about myself, my family and the local community through stories and first hand experiences. e.g. photos I know who is in my immediate family. I know that the past is something that has already happened. I know that the future is something that hasn’t happened yet. I can use smell, touch, taste, sight and vision to describe what I see, hear, smell and touch. I can identify the characteristics of Autumn and Winter and compare them. I can explore how to make a shadow. I can use a simplified map to find locations in the classroom and school. I can name and describe how different materials feel and look. I know why Christians perform nativity. I know earth is a planet.	I can observe things closely through a variety of means including magnifiers and photographs. I can recognise a map and a globe I know that land is represented as green and water as blue on a globe. I can create paintings, drawings, and models of my observations. I can ask questions about my familiar world. I can explore through play differences in cultures. I can use everyday language related to time. I can order and sequence familiar events—create timeline for their day & sequencing events in own life. I can draw information from a simple map I can compare Autumn, Winter and Spring and identify their characteristics. I can identify a change in the environment in the varying seasons. I know plants need sun, water and soil to grow. I know that animals and plants grow and change over time. I can name some baby and adult farm animals. I can name a simple property of a material. I know why Christians celebrate Easter	I can notice detailed features of objects, materials and living things through outdoor play and small world. I can say why I choose a certain material for my model or construction. I can investigate if a material can float or sink and I can give a simple explanation why a material floats or is magnetic I can investigate how ice freezes and melts and explain why. I understand the importance of putting rubbish in the bin. I can investigate if a material is magnetic. I can talk about past and present events in my own life and in lives of family members. I can talk about similarities and differences between myself and others.			
Vocabulary	Maps, Globe, Places, Locations, Features, Playground, Houses, Bungalow, Flat, Castle, Buildings, Park, Shops, Bus stop, Church, School, home heath Older, younger, yesterday, today, tomorrow, last week, future, family Senses season autumn winter environment community,	Butterflies, eggs, caterpillars life cycle, cocoon, frogs spawn, stem, roots, potatoes, mouldy, fungus, daffodils, tulips, soil, seeds, water, sun Magnet magnetic stick Spring summer year week month Grow baby adult farm plant sun seed water soil culture beliefs magnetic	similar, different, objects materials freeze melt float sink recycle Summer			

Educational Programme 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.						
EAD 3-4	Take part in simple pretend play, using an object to represent something else even though they are not similar. Listen with increasing attention to sounds Respond to what they have heard, expressing their thoughts ad feelings. Remember and sing entire songs.	Explore different materials freely in order to develop their ideas about how to use them and what to make.	Begin to develop complex stories using small world equipment like animal sets. Make imaginative and complex small worlds with blocks and construction kits. Sing the pitch of a tone sung by another person. Sing the melodic shape of a familiar	Develop their own ideas and then decide which materials to use to express the, Join different materials and explore different textures	Create closes shapes with continuous lines, and begin to use these shapes to represent objects. Create their own songs or improvise a song around one the know. Play instrument with increasing control to express their feelings and ideas.	Draw with increasing complexity and detail. Use drawing to represent ideas like movement or loud sounds. Use different emotions in their drawings- happiness sadness etc, Show different emotions in their drawings
Expressive Arts and Design Foundations in Art, DT & Music 	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Plays a given instrument to a given beat. Develop storylines in their pretend play. Construct with purpose Name colours including black, grey, and white. Know and demonstrate that a line is made by a dot which moves. Experiment with different brushes, colours. Including painting with twigs, sponges, fingers etc. To explore using a range of construction kits which include moving pieces eg; wheels. Explore different glues eg; glue sticks compared to PVA. Artist Focus: Andy Goldsworthy Text: Leaf Man Components: Painting/Making	Create collaboratively, sharing ideas, resources, and skills. Know and demonstrate that objects look different from different angles. Experiment with different surfaces. Know and demonstrate that 3d art can be made from a huge variety of items including “junk modelling” and nature sculptures. Know and demonstrate how to hold and safely use a pair of scissors. Extend vocab with pink, burgundy, crimson etc. Draw on different surfaces with a variety of drawing tools. Know that sometimes I can draw what I see but sometimes I can draw what I imagine. Know that a structure is something that they can walk around. Know that a structures is something that can stand up. Components: Drawing/ Sculpture	Create collaboratively, sharing ideas, resources and skills. Experiment with different surfaces. Know that we can change the thickness of marks by changing the brush type. Know that when a line meets up with where it started, it will make a shape. Explore and create structures from a variety of materials including junk / recyclable materials. Components: Painting/Making <u>Music</u> Sing in a group or on their own, increasingly matching the pitch and following the melody. Selects instruments and plays them in time to music. Knows how to use a wide variety of instruments. To know that different insturcments make different sounds.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Know and demonstrate that lines can be straight or wavy. Know that sometimes I can draw what I see but sometimes I can draw what I imagine. Artist Focus: Beatrix Potter Text: Peter Rabbit Components: Drawing/Making <u>Music</u> Sing in a group or on their own, increasingly matching the pitch and following the melody. Selects instruments and plays them in time to music.	Watch and talk about dance and performance art, expressing my feelings and responses. Return to and build on their previous learning, refining ideas and developing my ability to represent them. Know and demonstrate that objects look different from different angles. Draw on different surfaces with a variety of drawing tools. Know and demonstrate that 3d art can be made from a huge variety of items including “junk modelling” and nature sculptures. Know and demonstrate how to hold and safely use a pair of scissors. Components: Drawing/Sculpture <u>Music</u>	Return to and build on their previous learning, refining ideas and developing my ability to represent them. Experiment with different brushes, colours. Including painting with twigs, sponges, fingers etc. Explore and create structures from a variety of materials including junk / recyclable materials. Know that we can change the thickness of marks by changing the brush type. Artist Focus: Britto Text: Only One me Components: Painting/Making <u>Music</u> Can change the tempo and dynamics while playing.

	<u>Music</u> To listen attentively, move to and talk about music, expressing feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their feelings and responses. Listen attentively, move to and talk about music, expressing my feelings and responses. Start to enjoy and have fun performing. Choose a song/songs to perform. Perform solo or in groups. Copies basic actions. Listens carefully to songs and rhymes paying attention to how they sound. Know that their voice can be used to sing and know that sounds different to shouting or talking.	<u>Music</u> Understand emotion through music and identify if music is ‘happy’, ‘scary’ or ‘sad’. Sing in a group or on my own, increasingly matching the pitch and following the melody Learn simple songs y heart	Learn how to use their voice to create loud and soft sounds Know how to hold an instrument with care	Knows how to use a wide variety of instruments. Learn how to sing echo songs and perform movement and to a steady beat.	Can change the tempo and dynamics while playing. Beginning to write own compositions using symbols, pictures or patters. Selects own instruments and plays them in time to music. Learn how to sing echo songs and perform movement and to a steady beat.	Beginning to write own compositions using symbols, pictures or patters. Selects own instruments and plays them in time to music. Know how to change the speed and volume. To know how to create different sounds with a variety of instruments and materials
Curriculum Goals	Can talk about how music makes them feel Can sing in a group, trying to keep in time Knows how to make a sound out of a wide variety of instruments. Can use pre-made paints and are able to name colours Can mix primary colours to make secondary colours Can print with small blocks, small sponges, fruit, shapes and other resources. Children can draw things that they observe Can make marks. Draws circles and lines. Builds towers by stackings objects Can explore with playdough	Can understand emotion through music and can identify if music is ‘happy’, ‘scary’ or ‘sad’ for example. Can sing by themselves, matching pitch and following melody Can play a given instrument to a simple beat Can add white or black paint to alter tint or shade Can use thick brushes Can hold a paintbrush using a tripod grip Create patterns or meaningful pictures when printing Children can draw simple things from memory Can draw with detail (bodies with sausage limbs and additional features)	Can express how music makes them feel and identify the emotion Can sing in a group, matching pitch and following melody Can change the tempo and dynamics whilst playing Beginning to write own compositions using symbols, pictures or patterns Can mix colours, altering tint and shade Warm/Cool colours Can make lines of varying thickness, Dots and lines for pattern/texture. Uses a variety of brushes and tools for effect Can print with a variety of resources			

	Can use glue sticks and glue spatulas independently. Can add other materials to develop models (tissue paper, glitter...)		Builds simple models using walls, roofs and towers. Can explore and begin to manipulate clay (rolls, cuts, squashes, pinches, twists...) and identify different actions Can join items with glue, split pin or masking tape Can secure boxes, toilet rolls, decorate bottles tube with more thought.		Children are beginning to draw self-portraits, landscapes and buildings/cityscapes Can draw bodies of an appropriate size for what they're drawing Builds models which replicate those in real life. Can use a variety of resources – loose part play Can use clay and other materials to make something that they give meaning to and shows clear intention Can join items in a variety of ways – Sellotape, masking tape, string, ribbon, split pin using the most appropriate method. Can improve models (scrunch, twist, fold, bend, roll)	
Vocabulary	Pencil/crayon/paint/paintbrush/water /pot/apron/palette/colour/mix Brush/ paper/ drying rack/label Make/ create/ picture/ scissors Gluestick/masking tape/cellotape/ Sing/ instrument /beat / feel	Natural/ nature/clay/ sculpture/ junk modelling/ Draw/line/pencil/dot/curve/ Shape/angles/sides/top/bottom/join/stick/pattern/ collage/draw/ Listen / express/pattern	Shade/ Primary/Improve / make better/ Feel/ texture/fabric/ material/ thick / thin/ Melody/song/rhythm/emotion/ copy/repeat	Imagine/ pitch/melody/perform	Symbol/tempo/compose Scrunch/twist/fold	Intention adaptation