



St. Anne's CofE Primary School Early Years Curriculum

Introduction

As an Early Years Team we promote our school's theological vision "Do Everything in Love" throughout our practice. This is evident in the way we prioritise building strong, nurturing relationships in order to get to know each unique child. We pride ourselves on building a supportive and caring environment where each child feels safe, respected and happy. We also endeavor to build relationships with parents and their wider families in the community, and frequently invite these adults to partake in school activities or experience school life through the eyes of their child. Recent events have included Stay and Play sessions, a Grandparents Tea Party, Forest School and 'Mystery Guest' slots.

The Characteristics of Effective Learning are embedded across our practice, and our aim is to provide an engaging play-centered environment which gives varied opportunities for the children to develop these skills daily. We adapt and enhance our provision according to the interests of our cohort, and are prepared to be flexible and adaptable to move with each cohort's responses and fascinations.

Characteristics of Effective Learning are also crucial to our weekly Forest School sessions where skills such as problem solving, risk taking, creativity and interaction are encouraged and celebrated. This work outside provides a legacy for children to grow into nature lovers and wildlife-protecting young people with respect for the environment around us and an awareness of sustainability. Forest School is also an excellent springboard for teaching Understanding the World themes such as mini-beasts, seasonal change, making observations, life cycles and plant growing, and much more besides!

Our Early Years Curriculum has been developed with the whole-child in mind, and with the notion that we want to provide as many new and exciting experiences to enhance cultural capital and 'open the children's eyes' to awe and wonder, including trips out of school and inviting visitors into class. When planning our various topics, we have taken elements from the Cornerstones Units, and have sourced relevant core texts for Literacy to enhance understanding and embed rich, relevant vocabulary. We develop Speaking & Listening skills and oracy by continuously interacting with the children and encouraging an exchange of dialogue. We also send home a sharing toy for the children to talk about and explain their home life to the class. There are daily opportunities for singing and rhyming, including our 'Rhyme of the Week'. We also have regular 'Show & Tell' opportunities for children to showcase the work they have done or the creations they have produced during Learning Through Play.

Our Early Years Curriculum has a clear progression throughout the year, with the aim of ensuring all children have the same opportunities to thrive and are ready to transition into Key Stage 1 at the end of the academic year.

We use the Floppy's Phonics Scheme to teach daily phonics sessions. The scheme provides a good choice of books for the children to read that are levelled to match their phonic ability. We believe it is important to promote a love of reading, making it central to classroom life by giving the children access to books throughout the learning spaces and having daily story time. From early on in their Reception careers, children can take books home to read or share with their families.

We use the White Rose Scheme as our starting point for our Maths curriculum coverage, Understanding Christianity and Emmanuel Project for R.E., Cambridge Syllabus for P.E. and The Cambridgeshire PSHE Personal Development Programme (PDP) for PSHE.

Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My Community		Discover and Explore		Our Wonderful World	
Theme, interest, enquiry (UTW focus)	Myself, my family, my community and my local area. Long Ago.....	Sparkle and Shine (festivals including Christmas and Diwali) Signs of Autumn	Winter Wonderland Polar Regions and explorers Marvellous Machines (vehicles and technology)	Dangerous Dinosaurs Signs of Spring	Creep, Crawl and Wriggle Signs of Summer Ready Steady Grow	Big Wide World (including Africa, Europe and Central America)
Core texts/poems	Once There Were Giants Beegu The Great Big Book of Families Owl Babies Little Red Hen The Tiger Who Came to Tea People Who Help Us Peepo We're Going on a Bear Hunt	The Gruffalo Little Glow Leaf Man Room on the Broom Rama & Sita The First Christmas The Jolly Christmas Postman	The Great Explorer Winter Animals and various non-fiction books about the polar regions The Great Race Down by the Station	Cave Baby Dear Dinosaur Various non-fiction about dinosaurs and Fossil hunting Various non-fiction books about signs of spring	Jack and the Beanstalk Various non-fiction books about mini-beasts Life cycle books, e.g growing a sunflower and lifecycle of a frog.	Handa's Surprise Off we go to Mexico Various atlases, including 'Atlas of Adventures' series
Events/Celebration ('Mystery Guests' to be invited in to talk to the Class throughout the academic year, e.g. Head Teacher, Caretaker, parents with a particular skill or interest, etc.)	Harvest Festival in church Sukkot Grandparents Afternoon Tea Meeting Emergency Service staff Stay & Play	Diwali Remembrance Day Decoration Day Christmas Nativity Play	Chinese New Year Stay & Play	Ramadan Shrove Tuesday Holi Easter Mothering Sunday Easter Eucharist in church Class Sharing Assembly	Farm School Trip St. George's Day Stay & Play	Eid al-Adha Celebrating the children's own cultural backgrounds Arts Week Sports Day
Core Rhymes (in addition to other songs and rhymes sung daily, including 'hello', 'goodbye', 'tidy up' songs, daily grace and rhyming prayers)	Mr Wiggle Mr Waggle Hickory Dickory Dock Two Little Dickie Birds Three Blind Mice Alice the Camel Five Little Speckled Fronts Weather Song	Six Little Ducks Days of the Week Song Eight Fat Sausages Nine Little Men in a Flying Saucer Ten in a Bed Ten Green Bottles	Alphabet Song Months of Year Song (continue to revisit rhymes from earlier in the academic year)	(continue to revisit rhymes from earlier in the academic year)	There's a worm at the bottom of garden Ladybird, ladybird fly away home (continue to revisit rhymes from earlier in the academic year)	Twinkle Twinkle Little Star (continue to revisit rhymes from earlier in the academic year)
Physical Development (daily opportunities are provided to practise fine and gross motor skills across the academic year)	Gymnastics-Shapes	Gymnastics - Move and Hold	Dance - On Parade (linking to Chinese New Year)	Fundamentals 1 Controlling Movement	Fundamentals 2 Controlling Movement	Athletics and Sports Day practise.
Writing (including regular opportunities for free writing and independent sentence work during the morning register)	Name writing practise Prayers for the prayer tree Story maps (Little Red Hen) Invitations for Grandparents Tea	Potion Recipe Rama & Sita Letters to Father Christmas Making labels for items around the classroom (e.g models created)	Prayers for the prayer tree Postcard Writing Down by the Station mini-book Writing labels (label a winter animal)	Letters to the dinosaur Drawing and labelling maps Letters to the Easter Bunny Write about a prehistoric animal.	Prayers for the prayer tree Mini-beast description Story map (Jack and the Beanstalk) Jack and the Beanstalk story Tadpole Diary	Off We Go to Mexico mini-books
Phonics based on Floppy's Phonics Scheme.	Floppy's Phonics Phase 1 Activities Phase 2 from week 3	Floppy's Phonics Phase 2	Floppy's Phonics Phase 2	Floppy's Phonics Phase 3	Floppy's Phonics Phase 3	Floppy's Phonics Phase 3 and revision

Mathematics	Match Sort and Compare 1, 2, 3, 4, 5 (cardinality, counting, composition and comparison) 2D shape Patterns	Match Sort and Compare 6, 7, 8, 9, 10 (cardinality, counting, composition and comparison) 2D shape Patterns Mass and Capacity	One more, one less Length and height Odd and Even Numberbonds to 10 Measuring Height and Length	Odd and Even Numberbonds to 10 Sharing and grouping How many now? Adding and Subtracting	Time 3D shape Mapping (position, directions) Counting to 20 and beyond How many now? Adding and Subtracting	3D Shape Counting to 20 and beyond Revisit sharing and grouping Recapping and consolidation of maths learnt this year.
R.E.	Understanding Christianity Unit God/Creation	Understanding Christianity Unit Incarnation	Understanding Christianity Unit Salvation	Understanding Christianity Unit Salvation	School Designed World View Unit Buildings of Faith	School Designed World View Unit Understanding Christianity Unit Stories and Holy Books
PSHE	Beginning and Belonging Settling in activities, making friends, learning the classroom rules (including personal hygiene in school), getting to know one another.	Family, Friends (including anti-bullying) My Emotions	Identities and Diversity Me and My Worlds	Keeping Safe (including drug education)	My Body and Growing Up	Healthy Lifestyles
Expressive Arts and Design	Becoming familiar with the art materials and resources available in the learning environment. Listen to and joining in with a variety of songs and musical styles	Beginning to set up their own art environment Drawing ('Marvellous Marks') Seasonal Crafts (ongoing) Listen to Indian Music Nativity Play	Painting Colour mixing and application Craft and design (eg. junk modelling). Moving body to the music (e.g Chinese New Year Dance)	Paint my world Sculpture Observational painting for Mothering Sunday. Painting in response to music Perform own dances and songs.	Building creating and modelling Creation Station (eg. mini-beast clay sculptures) Artist— Giuseppe Arcimboldo	Spanish/Latin American artists such as Jean Miro and Frida Kahlo. Learn to sing 'Twinkle Twinkle Little Star' in Spanish
Forest School	Seasonal Change Observing/Listening Rules and Safety Den Building	Seasonal Change Bird Feeders Autumn themes, e.g making leaf crowns Firelighting (hot chocolate and marshmallows)	Seasonal Change Bird Feeders Natural paint brushes RSPB Big Bird Watch Stir Fry on a campfire (Chinese New Year) Clay and mud sculpting	Seasonal Change Nests Clay mini-beasts Listening for bird calls (using bird ID app) Nettle Tea	Seasonal Change Tadpole and pond exploration Bug Hotels Mini-Beast hunts	R.E. Enrichment Day (Crosses around the World) Seasonal Change Festival of Fun
Continuous Provision Notes <i>(to be updated and added to over the course of this academic year)</i>	Fine and gross motor opportunities Counting to 10 Links to family life and home visits			Introduce tools for finer motor control		
Trips and Experiences (including opportunities for cooking) <i>(to be updated and added to over the course of this academic year)</i>	Visiting emergency services, e.g paramedics, fire brigade and police. Grandparents Afternoon Tea Bread making Visit Community Orchard at Devana Park (apple press?)	Decorate home corner to match current festivals				Handa's Surprise food tasting

Communication & Language

(Although these statements have been split for a specific focus, they apply on an ongoing basis throughout the Reception year)

	Me and My Community		Discover and Explore		Big Wide World		National Curriculum
Listening, Attention & Understanding	<p>I can listen to familiar stories with increasing attention and recall.</p> <p>I can still listen or do, but can change my focus of attention.</p> <p>I can follow directions (if not intently focused on my activity).</p> <p>I am able to listen to a range of environmental sounds, e.g. birds in Forest School, vehicles and instruments.</p>	<p>I can continue to listen to familiar stories with increasing attention and recall.</p> <p>I can continue to join in with repetitive refrains and anticipate key events and phrases in rhymes and stories.</p> <p>I can listen to a well known rhyme and offer alternative endings, e.g 'Hickory Dickory bee, the mouse ran down the.....'</p> <p>I can listen to different adults in our community (e.g 'Mystery Guests', various school staff members or visitors).</p>	<p>I am able to follow a story without pictures or prompts.</p> <p>I can display varied listening behavior; move around and fiddle but still listen <i>or</i> sit still but not be absorbed by an activity.</p> <p>I can show an understanding of prepositions such as under, on top, behind.</p> <p>I understand questions such as who, why, when, where and how.</p> <p>I am beginning to listen whilst 'doing' for a short period of time.</p>	<p>I can respond to instructions with more elements, eg. get your coat, put your wellies on and line up by the door.</p> <p>I am beginning to understand humour and attempt to tell my own jokes or make up my own nonsense rhymes.</p> <p>I can listen to various pieces of music from different genres (classical, jazz, world music, pop, etc.) and relate what I hear to an instrument, or move my body accordingly.</p>	<p>I am beginning to understand why and how questions.</p> <p>I understand a range of complex sentence structures including negatives, plurals and tense markers.</p> <p>I am able to listen to and identify a range of environmental sounds, e.g. different bird calls, various vehicles and a selection of musical instruments.</p>	<p>I can listen to and respond to ideas expressed by others in conversation or discussion.</p> <p>ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Listen and respond to adults and peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Maintain attention and participate actively in collaborative conversation, staying on topic and responding to comments.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>
Speaking	<p>I am making simple errors in language and am absorbing and using the language I hear around myself and in my community and culture.</p>	<p>I can ask different adults in our community (e.g 'Mystery Guests', various school staff members or visitors) relevant questions.</p> <p>I am beginning to</p>	<p>I can introduce a storyline or narrative into my play.</p> <p>I can use talk to organise, sequence and clarify thinking, ideas, feelings and</p>	<p>I can continue to introduce a storyline or narrative into my play, using words such as first, last, next, before, etc.</p> <p>I am beginning to make up my own</p>	<p>I can make up my own stories and tell them to the whole class, sometimes using my own written prompts.</p> <p>I can use a range of tenses correctly.</p>	<p>I can read aloud stories that I have written independently to and adult or the rest of the class.</p> <p>ELG: Participate in small group, class and one-to-one discussions, offering</p>	<p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p>

	<p>I am able to use language in recalling past experiences.</p> <p>I can talk about things that are of particular importance to me, e.g while sharing my 'All About Me' book.</p>	<p>use more complex sentences to link thoughts such as and, because.</p> <p>I can retell a simple past event in the correct order.</p> <p>I am beginning to use a range of tenses.</p>	<p>events, e.g in the context of showing the class what I have done with Trev the class dinosaur.</p> <p>I can talk more extensively about things that are of particular importance to me, e.g while telling the class what I have done with Trev the class dinosaur.</p> <p>I can hold conversations with others use appropriate conventions such as turn-taking, waiting until someone else has finished, listening to others and using expressions such as please, thank you and can I...?</p>	<p>stories and tell them to the whole class.</p> <p>I can link statements and stick to a main theme or intention.</p> <p>I question why things happen and give explanation, asking eg. who, what, when, how.</p>		<p>their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions with modelling and support from their teacher.</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas. Speak audibly and fluently with an increasing command of standard English.</p> <p>Select and use appropriate registers for effective communication.</p>
<p>Vocabulary <i>(to be updated and added to over the course of this academic year)</i></p>							

Personal. Social and Emotional Development

(Although these statements have been split for a specific focus, they apply on an ongoing basis throughout the Reception year)

	Me and My Community		Discover and Explore		Big Wide World		National Curriculum
Building Relationships	<p>I am becoming more able to separate from my close carers and explore new situations.</p> <p>I can build relationships with adults and peers.</p>	<p>I am proactive in seeking adult support and am able to articulate my wants and needs.</p>	<p>I can practice skills of assertion, negotiation and compromise to help solve conflicts with my peers.</p>	<p>I can develop particular friendships with other children. I can understand different points of view.</p>	<p>I am increasingly flexible and co-operative as I am more able to understand other peoples' needs, wants and behaviours.</p>	<p>I am increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise</p> <p>[Transition into Year 1]</p> <p>ELG: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>	(see Cambridgeshire PDP PSHE curriculum for year 1)
Self-Regulation (B25 understanding emotions)	<p>I can express a wide range of feelings in my interactions with others.</p> <p>I can talk about how others might be feeling.</p> <p>I can adapt my behavior to suit different events and social situations and be aware of expectations, including the basic classroom rules.</p> <p>Learn strategies to</p>	<p>I know where I can go in the classroom to calm down.</p> <p>Is more able to manage my feelings and tolerate situations in which their wishes cannot be met.</p>	<p>I am aware of behavioural expectations and am sensitive to ideas of justice and fairness.</p> <p>I am more able to recognize the impact of my choices and behaviours on others, and know that some actions and words can hurt others' feelings.</p>	<p>I can talk about how others might be feeling.</p> <p>I am more able to recognize the impact of my choices and behaviours on others, and know that some actions and words can hurt others' feelings.</p>	<p>I understand my own and other people's feelings and can offer empathy and comfort.</p> <p>I understand my actions can impact other people.</p>	<p>I can make an attempt to repair a relationship or situation where I have caused upset.</p> <p>I understand my actions can impact other people.</p> <p>ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses</p>	(see Cambridgeshire PDP PSHE curriculum for year 1)

	confront others who are demonstrating unacceptable behavior (eg. 'Stop it, I don't like it!')					when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	
Managing Self (B25 sense of self)	<p>I know my own name and my preferences and am aware of my unique abilities.</p> <p>I enjoy a sense of belonging by being involved in daily tasks.</p> <p>I have confidence to speak to others and ask for help.</p> <p>I have a clear idea about what I want to do in my play and how I am going to go about it.</p>	<p>I am becoming more aware of the similarities and differences between myself and others.</p> <p>I have confidence in speaking to others about my own needs, wants, interests and opinions.</p> <p>I have a clear idea about what I want to do in my play and how I am going to go about it.</p>	<p>I am outgoing towards others and enjoy taking risks and trying new things in order to demonstrate my confidence and self-esteem.</p> <p>I can describe my competences, what I can do well and what I am getting better at.</p> <p>I have a clear idea about what I want to do in my play and how I am going to go about it.</p>	<p>I can show confidence in choosing resources and perseverance in carrying out an activity.</p> <p>I have a clear idea about what I want to do in my play and how I am going to go about it.</p>	<p>I have a clear idea about what I want to do in my play and how I am going to go about it.</p>	<p>I recognize that I belong to different communities and social groups.</p> <p>I am sensitive to prejudice and discrimination.</p> <p>ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	(see Cambridgeshire PDP PSHE curriculum for year 1)
Vocabulary <i>(to be updated and added to over the course of this academic year)</i>							

Physical Development

(Although these statements have been split for a specific focus, they apply on an ongoing basis throughout the Reception year)

	Me and My Community		Discover and Explore		Big Wide World		National Curriculum
Gross Motor Skills	<p>I am developing my core muscle strength, e.g by sitting on the floor.</p> <p>I can run with special awareness and can negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>I choose to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement, eg, slithering, shuffling, rolling, jumping, skipping, sliding and hopping.</p>	<p>I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>I can handle tools, objects, construction and malleable materials safely with increasing control and intention, e.g when engaging in playdough, the Mud Kitchen, water tray or obstacle course resources.</p>	<p>I can use my core muscle strength to achieve a good posture, e.g when sitting a table or sitting on the floor.</p> <p>I can travel with confidence and skill around, under, over and through balancing climbing equipment, e.g when using an obstacle course I have constructed.</p> <p>I can jump off an object and land appropriately using hands, arms and body to stabilize and balance.</p>	<p>I am showing increasing control over an object when throwing, catching or kicking it.</p> <p>I am beginning to climb trees safely, using the 'three points of contact' rule.</p>	<p>I can climb trees safely, using the 'three points of contact' rule, showing awareness of my own capabilities and limits in terms of height.</p>	<p>ELG: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive and cooperative physical activities, in a range of increasingly challenging situations.</p>
Health and Self care Sometimes done through daily routines	<p>Eating healthy Washing hands No why I wash my hands Toileting- before I go out to play Dressing</p>	<p>Sleeping Road safety</p>	<p>Wrapping up warm Mental health. Care for my mind as well as my body.</p>	<p>Risk taking own judgements about taking risks eg park, can I jump off or climb down it</p>	<p>Knowledge of how to keep myself healthy Tissues Choosing a healthy diet at the salad bar</p>		

	Taking jumper off, sun hat Drinking plenty of water on a hot day Taps, dress				Fine in moderation. Balanced diet		
Fine Motor Skills	<p>I can show preference for a dominant hand.</p> <p>I can use a comfortable grip with good control when holding pens and pencils.</p> <p>I can create lines and circles pivoting from the shoulder.</p> <p>I am beginning to use anticlockwise movement and retrace vertical lines.</p> <p>I am beginning to use one handed tools and equipment, e.g using a paint brush.</p>	<p>I am beginning to use a tripod grip to hold a pen or pencil, using strategies such as 'nip it, flip it, grip it'.</p> <p>I can use anticlockwise movement and draw vertical lines.</p> <p>I am continuing to use one handed tools and equipment, e.g. knives, forks, spoons, tweezers and pegs.</p>	<p>I can use a tripod grip when holding a pen or pencil.</p> <p>I am beginning to form recognizable letters.</p> <p>I can independently use one handed tools and equipment, such as holding scissors correctly to make cuts in paper.</p>	<p>I can form recognizable letters independently.</p> <p>I have developed my small motor skills in order to use a range of tools competently, safely and confidently, e.g threading, sewing with a plastic needle, or using a knife to whittle a stick in Forest School.</p>	<p>I can form recognizable letters independently, using the correct starting point for each letter.</p> <p>I can competently use a pair of scissors to cut for a range of purposes.</p>	<p>I can use a pencil and hold it effectively to form recognizable letters, most of which are correctly formed.</p> <p>ELG: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	
Vocabulary <i>(to be updated and added to over the course of this academic year)</i>	Follow, lead, copy	Strong, squeeze, squash, prod, poke	gallop				

Literacy

	Me and My Community		Discover and Explore		Big Wide World		National Curriculum
Comprehension	<p>I can listen to and join in with stories and poems when reading one-to-one and in small groups.</p> <p>I can collaboratively create a class story map to use as a visual aide when sequencing, retelling or acting out a story.</p> <p>I can join in with repetitive refrains and anticipate key events and phrases in rhymes and stories.</p>	<p>I can collaboratively create a class story map to use as a visual aide when sequencing, retelling or acting out a story.</p> <p>I am aware of the way stories are structured and can tell my own stories.</p> <p>I can talk about events and main characters in stories and suggest how the story might end.</p> <p>I can re-enact and reinvent stories that I have heard in my play.</p>	<p>I can describe main story settings, events and characters in increasing detail.</p> <p>I can use pictures in a book as a prompt to understand and determine</p> <p>I can continue to re-enact and reinvent stories that I have heard in my play.</p> <p>I can produce a suitable story map to help me sequence and re-tell a story I have read.</p> <p>I understand that books can be fiction or non-fiction.</p>	<p>I am able to recall and discuss stories or information that has been read to me, or I have read by myself, incorporating subject specific vocabulary.</p> <p>I can use vocabulary and of speech/phrases that are increasingly influenced by my experiences of reading.</p> <p>I can predict the theme or story of a book by examining the front cover.</p> <p>I can name some authors of popular books, e,g Julia Donaldson, and recall the titles.</p>	<p>I can continue to recall and discuss stories or information that has been read to me, or I have read by myself, incorporating subject specific vocabulary.</p> <p>I can continue to use vocabulary and of speech/phrases that are increasingly influenced by my experiences of reading.</p> <p>I can respond to 'why' questions when listening to stories, to display basic inference skills.</p>	<p>I am able to comment on the reasons for events, characters' feelings and their actions, in order to display basic inference skills.</p> <p>ELG: Demonstrate understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary. Anticipate - where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, and during role play.</p>	<p>Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. Discussing word meanings, linking new meanings to those already known. Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Explaining clearly their understanding of what is read to them.</p>
Word reading	<p>I can hear the initial sound in a word.</p> <p>I can continue a rhyming string and identify alliteration.</p>	<p>I am showing an awareness of capital letters through explicit teaching of Floppy's Phonics sounds books.</p>	<p>I am beginning to recognize some capital letters and match them to their lowercase counterpart.</p>	<p>I can read capital letters that appear at the start of a sentence.</p> <p>I can read aloud CVC words containing</p>	<p>I can read aloud entire sentences and books containing taught digraphs.</p> <p>I am beginning to</p>	<p>I can read CVC words containing taught digraphs.</p> <p>I am reading with stamina and pace, often</p>	<p>Apply phonic knowledge and skills as the route to decode words. Read accurately by</p>

	<p>I can begin to orally segment a word and blend the sounds together.</p> <p>I know that print conveys meaning.</p> <p>I can read words from left to right.</p> <p>I am showing an awareness of capital letters through explicit teaching of Floppy's Phonics sounds books.</p> <p>I can handle books with care and hold them using the correct orientation, reading from front to back.</p> <p>I can read some high frequency words.</p> <p>I am beginning to read aloud simple VC and CVC words.</p>	<p>I can orally segment a word and blend the sounds together and I know which letters represent some of them.</p> <p>I am beginning to link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>I can read aloud simple VC and CVC words.</p> <p>I can read some 'helpful words' by sight, such as I, to and the.</p> <p>Read simple captions.</p> <p>Enjoys reading for pleasure and making use of the book corner and other reading spaces.</p>	<p>I can continue to read some 'helpful words' by sight.</p> <p>I can split words up in order to read them (e.g. zigzag, cobweb, catnap).</p> <p>I am beginning to read whole sentences.</p> <p>I can use my finger to track words across the page.</p>	<p>taught digraphs.</p> <p>I can read a range of 'helpful words' by sight.</p> <p>I can give a sound and a name to each letter of the alphabet.</p>	<p>increase my reading stamina and pace, sometimes reading whole words by sight.</p> <p>I can split words up containing digraphs/trigraphs in order to read them (e.g. mushroom, carpark)</p>	<p>reading whole words by sight.</p> <p>ELG: Say a sound for each letter in the alphabet and at least 10 digraphs.</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>blending sounds in unfamiliar words</p> <p>Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words.</p> <p>Read other words of more than one syllable</p> <p>Read books aloud, accurately, that are consistent with their developing phonics.</p> <p>Re-read these books to build up fluency and confidence in word reading.</p>
Writing	<p>I can orally construct a simple sentence.</p> <p>I can make marks to convey meaning.</p> <p>I can make attempts to write my name.</p> <p>I can establish my dominant hand and</p>	<p>I can write the initial sound in a word with the support of a sound mat, and write down any additional sounds I can hear.</p> <p>I can write my name.</p> <p>I can apply Phase 2 GPCs taught to my every day writing.</p>	<p>I enjoy creating texts to communicate meaning for an increasingly wide range of purposes, and creating my own simple story books.</p> <p>I can apply Phase 2 GPCs taught to my every day writing.</p>	<p>I am beginning to write simple sentences with adult support and prompts such as a sound mat, word mat, steps to success, sentence stems, etc.</p> <p>I can apply Phase 3 GPCs taught to my every day writing, including digraphs.</p>	<p>I can work independently to produce sentences of my own choosing.</p> <p>I understand that there should be a space between each of my words.</p> <p>I can apply Phase 3</p>	<p>I am beginning to add spaces between words in some examples of independent writing.</p> <p>I am beginning to include a capital letter at the start of a sentence and a full stop at the end, in some examples of independent writing.</p>	<p>Children should be taught to spell words containing each of the 40+ phonemes already taught</p> <p>Name the letters of the alphabet in order</p>

	<p>use strategies taught to hold a pencil correctly.</p> <p>I can write the initial sound in a word with the support of a sound mat.</p> <p>I can begin to form letters correctly.</p>	<p>I can write 'I', 'the' and 'to'.</p> <p>I enjoy creating texts to communicate meaning for an increasingly wide range of purposes.</p> <p>I can begin to form letters correctly.</p>	<p>I can write most of the Phase 2 'helpful words'.</p> <p>I can begin to form letters correctly.</p> <p>I can say what I want to write.</p> <p>I can read back what I have written to an adult and/or my peers.</p> <p>I can use specific/recently introduced vocabulary in my writing.</p>	<p>I can write most of the Phase 2 'helpful words' and begin to imbed some Phase 3.</p> <p>I understand that there should be a capital letter at the start of a sentence, and a full stop at the end.</p> <p>I am aware of punctuation components such as question marks and exclamation marks.</p> <p>I can form letters correctly.</p>	<p>GPCs taught to my every day writing, including digraphs/trigraphs.</p> <p>I can write some Phase 3 'helpful words'.</p> <p>I continue to understand that there should be a capital letter at the start of a sentence, and a full stop at the end.</p> <p>I am aware of punctuation components such as question marks and exclamation marks.</p> <p>I can form letters correctly.</p>	<p>I can write most 'helpful words'.</p> <p>I can form letters correctly.</p> <p>ELG: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>Apply simple spelling rules. Write from memory simple sentences dictated by the teacher.</p> <p>Sequence sentences to form short narratives</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Sequencing sentences to form short narratives.</p> <p>Punctuate sentences with finger spaces, capital letters and full stops.</p>
Phonics	s a t p i n	m d g o c k c k e u r	h b f f l l l e s s	j, v, w, x, y, z, zz, qu, ch, sh	th, ng, ai, ee, igh, oa, oo, /oo/, ar, or, ur	ow, oi, ear, wh, -dge, -ve, nk, tch, cks	Year 1 - start from book 17.
'Helpful Words'	the	I, no, to, go	you, into	of, he, she, we, be, me	saw, when, little	was, they, all, are, my, her, have, love	
Vocabulary <i>(to be updated and added to over the course of this academic year)</i>	'Once upon a time', 'Four leaf clover my story is over', hen, mill, wheat, flour, sound, phoneme, grapheme.	A long time ago, Rama Sita Ravana demon, bracelet, Diwali, capital letter, phoneme, grapheme, potion.	digraph, exclamation marks question marks		trigraph		

Mathematics

	Me and My Community		Discover and Explore		Big Wide World		National Curriculum
Number	<p>I can count verbally, e.g. when singing a counting rhyme.</p> <p>I am beginning to point at or touch each item, saying one number for each item.</p> <p>I can explore the composition of numbers 0-5.</p> <p>I can quickly recognize a group of up to 3 objects without having to them individually (subitising).</p>	<p>I can point at or touch each item, saying one number for each item.</p> <p>I am beginning to recognise numerals 5-10.</p> <p>I can quickly recognize a group of up to 5 objects without having to them individually (subitising).</p>	<p>I can recognise numerals 0-10.</p> <p>I can count out a given number of objects from a group, knowing when to stop.</p> <p>I can quickly recognize a group of up to 6 objects without having to them individually (subitising).</p> <p>I can say pairs of numbers that make 5.</p> <p>I am beginning to find, make and recall some doubles to 8.</p>	<p>I am beginning to record numbers 0-10.</p> <p>I can quickly recognize a group of up to 6 objects without having to them individually (subitising).</p> <p>I can say pairs of numbers that make 10. I can partition 10 in different ways.</p> <p>I am continuing to find, make and recall some doubles to 8.</p>	<p>I can record numbers 0-10.</p> <p>I am beginning to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three.</p> <p>I am consolidating my learning about number bonds to 10.</p> <p>I can find, make and recall doubles to 10.</p> <p>I am beginning to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and '+', '-', '=',</p>	<p>I can record numbers 0-10.</p> <p>I can conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three.</p> <p>ELG: Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>Number and Place Value • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words.</p>

Numerical Patterns	I am beginning to compare two small groups of up to 5 objects.	I can compare two small groups of up to 5 objects.	<p>I am beginning to compare two groups of objects up to 10.</p> <p>I am beginning to use vocabulary such as 'greater than', 'less than', 'the same as', etc.</p> <p>I am beginning to recognize that each counting number is one more than the one before.</p> <p>I can add one and subtract one with numbers to 10, using practical resources.</p> <p>I am beginning to understand odd and even.</p>	<p>I can compare two groups of objects up to 10.</p> <p>I can use vocabulary such as 'greater than', 'less than', 'the same as', etc.</p> <p>I am continuing to recognize that each counting number is one more than the one before.</p> <p>I can continue to add one and subtract one with numbers to 10, using practical resources.</p> <p>I am beginning to understand odd and even.</p>	<p>I am consolidating my learning about odd and even numbers.</p> <p>I am beginning to build, continue and verbally count beyond 20.</p>	<p>I can show an understanding of how numbers to 20 are recorded.</p> <p>I can share and group items equally.</p> <p>ELG: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p>Addition and Subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, Multiplication and Division Solve one-step problems involving multiplication and division</p>
Shape	I can match pictures and objects. I can sort items and say what is the same and what is different. I can explore simple patterns. I can talk about and explore 2D and 3D shapes.	I can create my own patterns. I can copy and continue simple repeating patterns. I can continue to talk about and explore 2D and 3D shapes. I can create pictures using 2D shapes.	<p>I can continue to create pictures using 2D shapes.</p> <p>I can use and describe 3D shapes during practical activities, eg. junk modelling.</p> <p>I can find 2D shapes</p>			I can name a selection of 2D and 3D shapes.	Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids,

			in 3D shapes, e.g. when using them to print with paint.				spheres and cuboids (including cubes).
Space	<p>I can use positional language such as under, over, through.</p> <p>I can choose familiar objects to create and re-create models, visualizing what I want to build.</p>		I can visualise and put onto paper different landmarks and features, to create an imaginery map.		<p>I can describe a familiar route.</p> <p>I can discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>I can use spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints, eg. Forest School map.</p>		Describe position, directions and movements, including half, quarter and three-quarter turns.
Measures	I can compare size, mass and capacity.	<p>I am exploring differences in size, length, weight and capacity and use the correct vocabulary when comparing.</p> <p>I can order objects by length, mass and capacity.</p>	I enjoy tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy	I am becoming familiar with measuring tools in everyday experiences and play.	I can select the correct equipment for measuring and can use the correct vocabulary when comparing.		<p>Measure and begin to record lengths, heights, mass/weight, capacity and volume</p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to</p>

							show these times.
Core Mathematical Texts	Ten Black Dots Ten in a Bed We're Going on a Bear Hunt	Shape Number 1, 2, 3	The Three Billy Goats Gruff Long and Short Size	Ten Little Dinosaurs	The Very Hungry Caterpillar Rosie's Walk What the Ladybird Heard	Counting Birds	
Vocabulary <i>(to be updated and added to over the course of this academic year)</i>	Same, different, sort, match, compare	Lighter, heavier, shorter, longer, full, empty, half full, more, less	Greater than, less than, fewer, same as, equal, pair, friend	Measure, Tape measure, time, days of the week, months of the year.			

Understanding the World

(Although these statements have been split for a specific focus, they apply on an ongoing basis throughout the Reception year, because many themes are revisited)

	Me and My Community		Discover and Explore		Big Wide World		National Curriculum
<p>Past & Present</p> <p>(with links to technology where applicable)</p>	<p>[<i>Across the year</i>] I can recognise and describe special times or events for my family or friends, eg. birthdays or the birth of a sibling.</p> <p>I can talk about past and present events in my own life and in the lives of my family, eg, for the Grandparents Afternoon Tea Party or when sharing 'All About Me' books.</p> <p>I know that my Grandparents are my Mum and Dad's parents.</p> <p>I can remember and talk about significant events in my own experience.</p> <p>I understand that things in the past may be different from now, e.g job roles such as a Grocery Boy in The Tiger Who Came to</p>	<p>I know that some stories have been around for a very long time and some are new, e.g Traditional Tales, the Christmas Story, the story of Rama and Sita.</p> <p>I can retell some events that happened in the past, e.g in the context of Remembrance Day.</p>	<p>I can talk about how technology has changed over the years, eg. by exploring a typewriter and comparing to a laptop.</p> <p>I can find out about and use a range of everyday technology, including a toaster, popcorn machine and batter powered toys.</p> <p>I understand that things in the past may be different from now, e.g when looking at old and new vehicles.</p>	<p>I can use technology to record my work and ideas, e.g filming or taking photos on an ipad.</p> <p>I understand that Dinosaurs were prehistoric animals that lived millions of years ago.—timeline for history but also for RE. Who came first? Dinosaurs or Jesus?</p> <p>I can retell some events that happened in the past, e.g in the context of the story of George and the Dragon for St. George's Day.</p>	<p>I know that, as I get older, I can do different things.</p> <p>I understand that things in the past may be different from now in the context of farming, e.g milking cows, threshing and ploughing.</p>	<p>I can talk about how I have changed over the year.</p> <p>I can look back at my time in Class R and talk about my favourite experiences and memories.</p> <p>ELG: Talk about the lives of 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>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the</p>

	Tea, or when exploring the text Peepo.						past and identify different ways in which it is represented.
People, Culture and Communities. (with links to technology where applicable)	<p>[<i>Across the year</i>] I can recognise and describe special times or events for my family or friends, eg. Christmas, Diwali, Ramadan, Eid, Easter, etc.</p> <p>I enjoy joining in with family customs and routines.</p> <p>I show an interest in different occupations and ways of life.</p> <p>I know some things that make me unique and precious.</p> <p>I can name and describe people who are familiar to me.</p>	<p>I know that other children may not enjoy the same things as me, and I am sensitive to this.</p> <p>I know similarities and differences between myself and others, and among families, communities, cultures and traditions.</p> <p>I know some things that make me unique and precious.</p> <p>I can talk about some similarities and differences in relation to friends or family.</p>	<p>I understand that people travel to other parts of the world and to explore and discover new things.</p> <p>I know some parts of the world are too hot or too cold to live in, e.g Antarctica.</p> <p>I know different vehicles can transport us around the world.</p>	<p>I understand that people and communities will celebrate festivals and religious events in different ways, e.g Mothering Sunday, St George's Day and Holi.</p>	<p>I can talk about the life of someone who lives in a different country, through reading texts such as Handa's Surprise, Off We Go to Mexico and the Lunar New Year, and by using technology to watch videos and explore Google Earth, etc,</p> <p>I can recognize similarities and differences between life in this country and life in other countries.</p> <p>I can follow a plan or map around an area of the school or in the wider community, eg. Sacrewell Farm.</p> <p>I can use an Atlas or Globe to explore other countries from around the world.</p>	<p>I can continue to talk about the life of someone who lives in a different country, through reading texts such as Handa's Surprise, Off We Go to Mexico and the Luna New Year, and by using technology to watch videos and explore Google Earth, etc,</p> <p>ELG: Describe their immediate environment using knowledge from observation, 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>Looking at different places that are special for both different religions and world views.</p> <p>Looking at a Christian Harvest Festival, Sukkot, Diwali, Vasakhi and where our food comes from and who should we thank.</p> <p>Looking at Christmas, Hannukah and Diwali</p> <p>Explore the meaning of Christmas</p> <p>Beginning to understand and make links with all religions within our community</p>
The Natural	[<i>Across the year</i>] I	I can develop an	I can give examples	I know what a map is	I can make a map	ELG: Explore the natural	

<p>World. (with links to technology where applicable)</p>	<p>can observe and comment on the weather and seasonal change, eg. when discussing the whole class calendar or during Forest School and outdoor play.</p> <p>I can comment and ask questions about aspects of my familiar world, such as the place where I live or the natural world.</p> <p><i>[Across the year]</i> I can describe what I see, hear and feel whilst outside.</p> <p>I can talk about the differences between materials and their changing states of matter, e.g when baking bread or making playdough, sinking and floating.</p>	<p>understanding of growth, decay and changes over time.</p> <p>I can show care and concern for living things and the environment.</p> <p>I can talk about the differences between materials and their changing states of matter, e.g when playing with ice or cooking marshmallows on a campfire.</p>	<p>of suitable clothing and equipment for an explorer.</p> <p>I can talk about why things happen and how things work.</p> <p>I can begin to understand the effect my behaviour can have on the environment.</p> <p>I can talk about the differences between materials and their changing states of matter, e.g when baking popcorn and toast.</p> <p>I can talk about some of the things I have observed using simple scientific vocabulary.</p>	<p>and can start to put features on a map.</p> <p>I know some ways in which I can care for my local environment.</p> <p>I can talk about the lifecycle of animals and plants, e.g observing the development of tadpoles kept in the class or through reading texts such as 'The Hungry Caterpillar'.</p> <p>I can talk about what plants need in order to grow healthily, eg. by acting out the lifecycle of a sunflower.</p> <p>I can talk about the differences between materials and their changing states of matter, e.g when melting chocolate for easter nests.</p> <p>I can observe and describe living things and their habitats within the local environment, e.g by building birds nests in Forest School or watching a live bird cam.</p>	<p>of the Forest School area.</p> <p>I can talk about the features of a map, touching on human and physical features.</p> <p>I can continue to understand the effect my behaviour can have on the environment, eg. through taking part in 'Walk to School Week'.</p> <p>I can talk about the differences between materials and their changing states of matter, e.g building sandcastles and making clay sculptures.</p> <p>I can make observations and draw pictures of living things (minibeasts, animals, plants or food)</p>	<p>world around them, making observations and drawing 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 process and changes in the natural world around them, including the seasons and changing states of matter.</p>	
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Vocabulary <i>(to be updated and added to over the course of this academic year)</i>							
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Expressive Arts & Design

(This includes ongoing use of the art areas, crafting tables, musical instruments and the Class R outdoor stage throughout the year).

	Me and My Community		Discover and Explore		Big Wide World		National Curriculum
Creating with Materials	<p>I can explore different materials freely, to develop their ideas about how to use them and what to make (with support if needed).</p> <p>I am beginning to draw simple representations, eg. of objects, scenes, self portrait using a mirror, etc.</p> <p>I can investigate marks and patterns when drawing.</p> <p>I can use natural objects for printmaking, eg. printing with harvest fruit and vegetables.</p>	<p>I can show different emotions in my drawing, e.g in response to texts such as 'The Colour Monster'.</p> <p>I can talk about my artwork, stating what they feel they did well.</p> <p>I can use a range of drawing materials, art application techniques, modelling materials to create child-led art with no set outcome.</p> <p>I can create my own patterns, e.g mehndi or rangoli.</p> <p>I can use modelling tools to cut and shape soft materials, e.g playdough.</p>	<p>I can explore colour and colour mixing, eg. in response to the text 'Mouse Paint'.</p> <p>I can use drawing to represent ideas like movement and loud noises.</p> <p>I can talk about my ideas and explore different ways to record them using a range of media</p> <p>I can say if I like an artwork or not, and begin to form opinions by explaining why.</p> <p>I can use a range of everyday items for printmaking, e.g creating a robot picture by printing with nuts, bolts and cogs.</p> <p>I can problem solve and try out solutions when using modelling materials, eg. junk modelling.</p>	<p>I can create collaboratively, sharing ideas, resources and skills.</p> <p>I can look closely at shape and form in order to create an observational drawing or painting.</p> <p>I can make natural painting tools.</p> <p>I can respond to a range of stimuli when painting.</p> <p>I can explore the properties of clay.</p> <p>I can select and arrange natural materials to make 3D artworks.</p>	<p>I can return to and build on my previous learning, refining ideas and developing my ability to represent them, e.g. producing additional self portraits.</p> <p>I can draw with increasing complexity and detail, such as creating pictures of animals.</p> <p>I enjoy looking at and talking about art.</p> <p>I recognize that artists create varying types of art and use lots of different types of materials.</p> <p>I can cut, thread, join and manipulate materials safely, focusing on process over outcome.</p>	<p>I can explore and recreate different patterns and textures found in the natural world, e.g animal patterns such as zebra stripes and giraffe print.</p> <p>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Art and Design Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques. About the work of a range of artists, craft makers and designers. Design and Technology Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills</p>

							needed to engage in an iterative process of designing and making and evaluating, working in a range of contexts.
Being Imaginative and Expressive	<p>I can sing the pitch of a tone sung by another person ('pitch match').</p> <p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs, e.g nursery rhymes.</p> <p>I can take part in simple pretend play.</p> <p>I can make imaginative 'small worlds' with blocks and construction kits, such as the town of Godmanchester with different buildings, a bridge and parks.</p>	<p>I can watch and talk about dance and performance art, expressing my feelings and responses.</p> <p>I can remember and sing entire songs, e.g. Nativity Play songs.</p> <p>I can take part in a performance.</p> <p>I can explore musical instruments.</p> <p>I can begin to develop a storyline in pretend play.</p>	<p>I can listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>I am beginning to show an awareness of countries having different styles of music, dance and art.</p> <p>I can use classroom resources such as the puppet theatre to make simple theatrical productions.</p>	<p>I can create my own songs or improvise a song around one I know.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can play instruments with increasing control to express my feelings and ideas.</p>	<p>I can develop more complex storylines in pretend play, and work collaboratively with others on this where appropriate.</p> <p>I can make complex imaginative 'small worlds' using a variety of resources in the learning space.</p> <p>I can use musical instruments when developing my own performances independently.</p>	<p>I can show awareness of well known songs being sung in different languages.</p> <p>I know that countries have different styles of music, dance and art.</p> <p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.</p>	<p>Physical Education- Perform dances using simple movement patterns.</p> <p>Music- Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>
Vocabulary <i>(to be updated and added to over the course of this academic year)</i>							

