









Progression of Skills & Curriculum Overview 2023-24 - Following LTP – Year B

Area of Learning	Autumn 1 – All About Me	Autumn 2 – Transport / Toys	Spring 1 – Traditional Tales	Spring 2 – Spring	Summer 1 - Space	Summer 2 - Summer
Other Possible Themes	Holidays Oral Hygiene Looking after ourselves Our Local Area Our Families Internet Safety	Past / present Different types of transport How do you get to school? Where could you go? Floating and sinking Autumn Christmas Remembrance Day Bonfire Night Nursery Rhyme Week – 13 th – 17 th November	Themed dress up Three Little Pigs Red Riding Hood Goldilocks and the Three Bears Morals of the story	Easter Mini Beasts On the Farm Seasonal Changes Spring Walk Mothers Day	Whatever Next Shadows Journeys Aliens Love Underpants Bob The Spaceman	Down at the Beach Under the Sea Oceans David Attenborough Climates Looking after the ocean
	Week 1 – Whos in my family / who lives in my house – writing progression Week 2 – Peace At Last – labels Week 3 – My Body Week 4 – 5 senses Week 5 – teeth Week 6 – maps our area	Week 1 – What is transport? Week 2 – Nursery rhyme week Week 3 – Transport on a building site – buildings that have been built, how houses are built Week 4 – Three Little Pigs Week 5 - Transport in the past present Week 6 – Water Transport	Week 1 – Goldilocks and the three bears Week 2 – The Gingerbread man Week 3 – Three Billy Goats Gruff Week 4 – Jack and the Beanstalk - planting Week 5 – Little Red Hen Week 6 – The Ugly Duckling	Week 1 – Mini beasts Week 2 – The Hungry Caterpillar – caterpillars Week 3 – Easter Week 4 – On the Farm – baby animals Week 5 – Seasons - Weather Week 6 -	Week 1 – What Ever Next Week 2 – Shadows / planets Week 3 – Astronauts – how they train / survive / suits / food / Tim Peake Week 4 – Aliens Love Underpants Week 5 – The Smeds and the Smoos – colouring mixing Week 6 -	Week 1 – Sharing a shell Week 2 – What the Lady Bird Heard on Holiday Week 3 – Where’s the Star Fish Week 4 – The Singing Mermaid – Circus acrobats Week 5 – Beach – ice creams etc Week 6 – End of Term Party
PRE-SCHOOL Communication and Language 	To sing rhymes and look at picture books. (Au1) To talk about the different characters and what they are doing. (Au1) To talk about themselves and their families. (Au1) Develop communication that can be understood by others. (Au1)	To talk about celebrations at home. (Au2) To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated. (Au2) To listen to, and follow simple instructions. (Au2)	To learn and talk about traditional tales and retain key vocabulary. (Sp1) To be able to identify talk about the setting, characters and the structure of the story (Sp1) To begin to use a wide range of vocabulary in the correct context. (Sp1) To talk in short sentences that others can understand. (Sp1) To listen to, and follow simple instructions and respond to questions appropriately. (Sp1)	To name and sort a range of living things. (Sp2) To be able to talk about different habitats. (Sp2) To engage in meaningful conversations with others. (Sp2) To listen to, and follow simple instructions and respond to questions appropriately. (Sp2) To talk in short sentences that others can understand. (Sp2)	To know a range of facts. (Su1) To engage in meaningful conversations with others. (Su1) To begin to explain why things happen – using why, what , when, where. (Su1) To use a range of different tenses eg play, played, playing (Su1)	To build up vocabulary that reflects the breath of their experiences. (Su2) To respond to instructions eg to get, to put away. (Su2) To follow directions (if not intently focussed on during own choice of activity) (Su2)

<p>RECEPTION</p> <p>Communication and Language</p>  <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions..</p>	<p>Listening, Attention and Understanding</p> <p>Children will be able to understand how to listen carefully and know why it is important.</p> <p>Speaking</p> <p>Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p>Listening, Attention and Understanding</p> <p>Children will begin to understand how and why questions.</p> <p>Speaking</p> <p>Children will use new vocabulary throughout the day.</p>	<p>Listening, Attention and Understanding</p> <p>Children will learn to ask questions to find out more.</p> <p>Speaking</p> <p>Children will talk in sentences using conjunctions, e.g. and, because.</p>	<p>Listening, Attention and Understanding</p> <p>Children will retell a story and follow a story without pictures or props.</p> <p>Speaking</p> <p>Children will engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p>Listening, Attention and Understanding</p> <p>Children will be able to understand a question such as who, what, where, when, why and how.</p> <p>Speaking</p> <p>Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Listening, Attention and Understanding</p> <p>Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p>Speaking</p> <p>Children will use talk in sentences using a range of tenses.</p>
<p>Listening, Attention and Understanding: 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>Speaking: Participate in small group, class and one-to-one discussions, offering 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>PRE-SCHOOL</p> <p>Personal, Social and Emotional Development</p> 	<p>To separate from main carer and learn to adapt to the Nursery environment.</p> <p>(Au1)</p> <p>To select and use activities and resources, with some support if needed.</p> <p>(Au1)</p> <p>To wash hands after using the toilet.</p> <p>(Au1)</p> <p>To know that they can approach adults in Nursery when needed.</p> <p>(Au1)</p> <p>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.</p> <p>(Au1)</p>	<p>To learn about daily routines and classroom rules.</p> <p>(Au2)</p> <p>To be aware of behavioural expectations in the Nursery.</p> <p>(Au2)</p> <p>To select and use activities and resources, with some support if needed.</p> <p>(Au2)</p> <p>To know how to adapt behaviour to suit classroom routines.</p> <p>(Au2)</p> <p>To show confidence in asking adults for support.</p> <p>(Au2)</p>	<p>To know how to manage their emotions in different situations.</p> <p>(Sp1)</p> <p>To know that there are boundaries set.</p> <p>(Sp1)</p> <p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.</p> <p>(Sp1)</p> <p>To know that we must respect our resources and put them back when we have finished with them.</p> <p>(Sp1)</p> <p>To know that when playing in a group they need to share and also know that they will get a turn.</p> <p>(Sp1)</p>	<p>To be aware of the different areas in the Nursery and how to explore them safely.</p> <p>(Sp2)</p> <p>To approach an adult if they need support.</p> <p>(Sp2)</p>	<p>To know that to play nicely it's important to share and take turns.</p> <p>(Su1)</p> <p>To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.</p> <p>(Su1)</p> <p>To know that it is OK to engage with others, even if in a different environment.</p> <p>(Su1)</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. (Su1)</p>	<p>To know how to talk politely and develop an understanding of what is appropriate.</p> <p>(Su2)</p> <p>To know that it is OK to challenge others, but they must remember to always be kind.</p> <p>(Su2)</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p> <p>(Su2)</p>

<p>RECEPTION</p> <p>Personal, Social and Emotional Development</p>  <p>Children develop their personal, social and emotional skills throughout the year.</p>	<p>Self-Regulation</p> <p>Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p>Managing Self</p> <p>Children will learn to wash their hands independently.</p> <p>Building Relationships</p> <p>Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p>Self-Regulation</p> <p>Children will talk about how they are feeling and to consider others feelings.</p> <p>Managing Self</p> <p>Children will understand the need to have rules.</p> <p>Building Relationships</p> <p>Children will begin to develop friendships.</p>	<p>Self-Regulation</p> <p>Children will be able to focus during longer whole class lessons.</p> <p>Managing Self</p> <p>Children will begin to show resilience and perseverance in the face of a challenge.</p> <p>Building Relationships</p> <p>Children will be able to use taught strategies to support in turn taking.</p>	<p>Self-Regulation</p> <p>Children will identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self</p> <p>Children will develop independence when dressing and undressing.</p> <p>Building Relationships</p> <p>Children will listen to the ideas of other children and agree on a solution and compromise.</p>	<p>Self-Regulation</p> <p>Children will be able to control their emotions using a range of techniques.</p> <p>Managing Self</p> <p>Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p>Building Relationships</p> <p>Children will learn to work as a group.</p>	<p>Self-Regulation</p> <p>Children will be able to follow instructions of three steps or more.</p> <p>Managing Self</p> <p>Children will show a 'can do' attitude.</p> <p>Children will understand the importance of healthy food choices.</p> <p>Building Relationships</p> <p>Children will have the confidence to communicate with adults around the school.</p>
<p>Self-Regulation: 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 when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p>Managing Self: 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> <p>Building Relationships: 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>						
<p>PRE-SCHOOL</p> <p>Physical Development</p> 	<p>To take care of toileting needs independently.</p> <p>(Au1)</p> <p>To begin to show a preference for a dominant hand.</p> <p>(Au1)</p> <p>To climb apparatus safely.</p> <p>(Au1)</p> <p>To begin to show awareness of moving equipment safely with peers.</p> <p>(Au1)</p>	<p>To independently put on their coats, with some support for the zipper and buttons.</p> <p>(Au2)</p> <p>To copy dance moves and to move to different kinds of rhythms.</p> <p>(Au2)</p> <p>To use mark making resources with increasing independence.</p> <p>(Au2)</p>	<p>To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc.</p> <p>(Sp1)</p> <p>To mark make in sensory trays and also copy different patterns.</p> <p>(Sp1)</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>(Sp1)</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.</p> <p>(Sp1)</p> <p>To hold jugs and containers confidently and pour from one container into another.</p> <p>(Sp1)</p>	<p>To hold the pencil correctly using a tripod grip.</p> <p>(Sp2)</p> <p>To begin to form numbers and familiar letters, e.g. letters in their name. (Sp2)</p> <p>To look at books independently whilst turning pages one at a time.</p> <p>(Sp2)</p> <p>Using balancing apparatus.</p> <p>(Sp2)</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>(Sp2)</p>	<p>To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly.</p> <p>(Su1)</p> <p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.</p> <p>(Su1)</p> <p>To run skilfully and be able to negotiate space.</p> <p>(Su1)</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>(Su1)</p>	<p>To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently.</p> <p>(Su2)</p> <p>To independently write their name.</p> <p>(Su2)</p> <p>To confidently use scissors and other tools safely.</p> <p>(Su2)</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>(Su2)</p>

			To show awareness of healthy food choices and impact on our body. (Sp1)			
RECEPTION Physical Development  Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, write dance	Gross Motor Children will learn to move safely in a space. Fine Motor Children will begin to use a tripod grip when using mark making tools.	Gross Motor Children will explore different ways to travel using equipment. Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.	Gross Motor Children will be able to control a ball in different ways. Children will balance on a variety of equipment and climb. Fine Motor Children will handle scissors, pencil and glue effectively.	Gross Motor Children will jump and land safely from a height. Fine Motor Children will use cutlery appropriately.	Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement. Fine Motor Children will hold scissors correctly and cut out small shapes.	Gross Motor Children will be able to play by the rules and develop coordination. Fine Motor Children will form letters correctly using a tripod grip.
	Gross Motor: 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. Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					
PRESCHOOL Literacy 	To be able to mark make and identify their marks. (Au1) To recognise familiar logos and labels within the environment. (Au1)	To find and identify familiar letters, e.g. letters in their names. (Au2) To talk about and retell a range of familiar stories. (Au2) To begin to explore initial sounds in familiar words. (Au2)	To begin to attempt writing familiar letters, e.g letters in their name. (Sp1) Adults will consistently model correct formation. (Sp1) To find and identify familiar letters, e.g. letters in their names. (Sp1) To talk about and retell a range of familiar stories. (Sp1)	To be able to mark make and give meaning to their marks. (Sp2) To identify the pictures linked to RWI sound. (Sp2) To begin to form some letters correctly, e.g. letters in their name. (Sp2)	To identify the pictures linked to RWI sound (M,A,S,D,T). (Su1) Children will begin to identify some sounds during oral blending games. (Su1) To begin to make predictions about a story, sometimes supported by an adult with vocabulary. (Su1)	Lots of Fred games focussing on oral blending. (Su2) Make predictions about a story using the relevant vocabulary with independence. (Su2) To mark make for a purpose and be able to talk about the marks. (Su2)

<p>RECEPTION</p> <p>Literacy</p> 	<p>Comprehension</p> <p>Children will independently look at a book, hold it the correct way and turn pages.</p> <p>Word Reading</p> <p>Children will segment and blend sounds together to read words.</p> <p>Writing</p> <p>Children will give meanings to the marks they make.</p>	<p>Comprehension</p> <p>Children will engage and enjoy an increasing range of books.</p> <p>Word Reading</p> <p>Children will begin to read captions and sentences.</p> <p>Writing</p> <p>Children will form letters correctly.</p>	<p>Comprehension</p> <p>Children will act out stories using recently introduced vocabulary.</p> <p>Word Reading</p> <p>Children will recognise taught digraphs in words and blend the sounds together.</p> <p>Writing</p> <p>Children will write words representing the sounds with a letter/letters.</p>	<p>Comprehension</p> <p>Children will be able to talk about the characters in the books they are reading.</p> <p>Word Reading</p> <p>Children will read words containing tricky words and digraphs,</p> <p>Writing</p> <p>Children will write labels/[phrases representing the sounds with a letter/letters.</p>	<p>Comprehension</p> <p>Children will retell a story using vocabulary influenced by their book.</p> <p>Word Reading</p> <p>Children will read longer sentences containing phase 4 words and tricky words.</p> <p>Writing</p> <p>Children will write words which are spelt phonetically.</p>	<p>Comprehension</p> <p>Children will be able to answer questions about what they have read.</p> <p>Word Reading</p> <p>Children will read books matched to their phonics ability.</p> <p>Writing</p> <p>Children will write simple phrases and sentences using recognisable letters and sounds.</p>
<p>Possible Book Focus'</p>	<p><i>See topic planning</i></p> <p>Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: 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>PRESCHOOL</p> <p>Mathematics</p> 	<p>To talk about what happened today, yesterday and tomorrow. (Au1)</p> <p>To count out a group of up to 5 objects. (Au1)</p> <p>To show an understanding of 1:1 counting to 5. (Au1)</p> <p>Knowing that the last number you count represents the total number of objects (Au1)</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/round/ straight/ corners</p>	<p>To count out a group of up to 5 objects. (Au2)</p> <p>To match number of objects to numeral. (Au2)</p> <p>To show an understanding of 1:1 counting to 5. (Au2)</p> <p>Knowing that the last number you count represents the total number of objects (Au2)</p> <p>Talk about and explore 2D shapes using relevant mathematical</p>	<p>To count out a group of up to 10 objects. (Sp1)</p> <p>One more/less using a number line. (Sp1)</p> <p>To develop fast recognition of numbers. (Sp1)</p> <p>To count up to 10. (Sp1)</p> <p>To show an awareness of how numerals are formed and to experiment with own mathematical mark making. (Sp1)</p>	<p>To identify, describe and compare groups of objects. (Sp2)</p> <p>To compare and order objects according to their weight and distance. (Sp2)</p> <p>To develop fast recognition of numbers. (Sp2)</p> <p>To count up to 10. (Sp2)</p>	<p>Practical problem solving with numbers up to 5. (Su1)</p> <p>To select and use shapes appropriately in play, combining them to make models and enclosures. (Su1)</p> <p>To develop fast recognition of numbers. (Su1)</p> <p>To use relevant mathematical vocabulary when talking about learning. (Su1)</p>	<p>To count, order and recognise numbers to 10, in and out of sequence. (Su2)</p> <p>To name and describe 2D shapes. (Su2)</p> <p>To compare and order objects according to their size and distance. (Su2)</p> <p>To develop fast recognition of numbers. (Su2)</p>

	(Au1)	vocabulary such as flat/sides/ round/ straight/ corners (Au1)	To talk about and explore patterns in the environment (Sp1)	To show an awareness of positional language such as under/behind/ next to/over/ on top of. (Sp2) To independently create and talk about own patterns using a range of objects and resources. (Sp2)	To begin to make sensible comparisons between objects relating to size, length, weight and capacity. (Su1) To begin to describe a sequence of events accurately. (Su1) To recall simple facts about a familiar journey. (Su1)	To use relevant mathematical vocabulary when talking about learning. (Su2) To begin to describe a sequence of events accurately. (Su2) To recall simple facts about a familiar journey. (Su2)
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RECEPTION Mathematics 	Number Children will have a deep understanding of 1-3. Numerical Patterns Children will verbally say which group has more or less.	Number Children will have a deep understanding of numbers 1-5. Numerical Patterns Children will compare equal and unequal groups.	Number Children will have a deep understanding of numbers 1-8. Numerical Patterns Children will understand and explore the difference between odd and even numbers.	Number Children will have a deep understanding of numbers 1-10. Numerical Patterns Children will add and subtract using number sentences.	Number Children will revise number bonds to 5. Numerical Patterns Children will share quantities equally.	Number Children will know number bonds to 10, including doubling facts. Numerical Patterns Children will be able to count beyond 20 and higher.
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Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns: 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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

PRESCHOOL Understanding the World 	To be able to talk about their body parts and what the function is of each part. (Au1) To draw silhouettes and orally label body parts. (Au1) To be able to identify similarities and differences between themselves and peers. (Au1) To make self-portraits. (Au1)	To know that everyone has a birthday and they are usually celebrated in a similar manner around the world. (Au2) To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians. (Au2) To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment.	To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow. (Sp2) To use the computer to complete a simple task. (Sp1)	Continue to use the computer to gain confidence in using the mouse. (Sp2) To learn about Easter. (Sp2) To use senses to explore the world around them. (Sp2) Make comparisons between habitats of farm animals and wild animals. (Sp2)	To use senses to explore the world around them. (Su1) To talk about why things happened and how things work. (Su1) To show care and concern for their environment. (Su1)	To talk about significant events and their own experiences. (Su2) To talk about some of the things they have observed within their environment. (Su2)
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		(Au2) Operate simple equipment e.g. turn on CD player or use a remote control.				
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RECEPTION Understanding the World 	History: Past and Present Children will know about their own life story and how they have changed.	History: Past and Present Children will know some similarities and differences between things in the past and now.	History: Past and Present Children will talk about the lives of people around them.	History: Past and Present Children will talk about past and present events in their lives and what has been read to them.	History: Past and Present Children will know about the past through settings and characters.	History: Past and Present Children will know about the past through settings, characters and events.
	Geography: People, Culture and Communities Children will know about features of the immediate environment.	Geography: People, Culture and Communities Children will know that there are many countries around the world.	Geography: People, Culture and Communities Children will know that people around the world have different religions.	Geography: People, Culture and Communities Children will know about people who help us within the community.	Geography: People, Culture and Communities Children will know that people in other countries may speak different languages.	Geography: People, Culture and Communities Children will know that simple symbols are used to identify features on a map.
	Science: The Natural World Children will understand the terms 'same' and 'different'.	Science: The Natural World Children will explore and ask questions about the natural world around them.	Science: The Natural World Children will talk about features of the environment they are in and learn about the different environments.	Science: The Natural World Children will make observations about plants discussing similarities and differences.	Science: The Natural World Children will make observations about animals discussing similarities and differences.	Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter.

Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

PRESCHOOL						
<p>EXPRESSIVE ARTS AND DESIGN</p> 	<p>Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm.</p> <p style="text-align: center;">(Au1)</p> <p>Uses various construction materials.</p> <p style="text-align: center;">(Au1)</p>	<p>Sing familiar Nursery Rhymes.</p> <p style="text-align: center;">(Au2)</p> <p>To make Christmas cards and decorations for friends and family using a range of media.</p> <p>To make patterns with paint and different objects, exploring what happens when you mix colours.</p> <p style="text-align: center;">(Au2).</p> <p>Joins construction pieces together to build and balance. (Au2)</p>	<p>To use scissors effectively.</p> <p style="text-align: center;">(Sp1)</p> <p>To begin to act out different scenarios using props to enhance imaginative play.</p> <p style="text-align: center;">(Sp1)</p> <p>Sing familiar songs or make up own songs.</p> <p style="text-align: center;">(Sp1)</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p style="text-align: center;">(Sp1)</p> <p>To play instruments with increasing control.</p> <p style="text-align: center;">(Sp1)</p>	<p>To learn about different textures and talk about them.</p> <p style="text-align: center;">(Sp2)</p> <p>Feely bag activities with different objects for children to feel and describe.</p> <p style="text-align: center;">(Sp2)</p> <p>To engage in role play by making stick puppets of different story characters. (Sp2)</p> <p>Sing familiar Nursery Rhymes.</p> <p style="text-align: center;">(Sp2)</p> <p>Realises tools can be used for a purpose.</p> <p style="text-align: center;">(Sp2)</p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified.</p> <p style="text-align: center;">(Sp2)</p>	<p>To make masks for role play.</p> <p style="text-align: center;">(Su1)</p> <p>Sing familiar songs in the correct tone and changing melody if appropriate.</p> <p style="text-align: center;">(Su1)</p> <p>Uses available resources to create props to support role-play.</p> <p style="text-align: center;">(Su1)</p> <p>To use available props to develop stories and make imaginative play more purposeful.</p> <p style="text-align: center;">(Su1)</p> <p>To show different emotions in pictures clearly.</p> <p style="text-align: center;">(Su1)</p> <p>To draw with increasing control, representing features and detail clearly.</p> <p style="text-align: center;">(Su1)</p>	<p>Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm.</p> <p style="text-align: center;">(Su2)</p> <p>To listen to music and create movements to the different beats.</p> <p style="text-align: center;">(Su2)</p> <p>To construct with bricks and blocks to make an enclosure.</p> <p style="text-align: center;">(Su2)</p> <p>Explore different materials freely, using them with a purpose.</p> <p style="text-align: center;">(Su2)</p>
	<p>RECEPTION</p> <p>EXPRESSIVE ARTS AND DESIGN</p> 	<p>Music: Being Imaginative</p> <p>Children will sing and perform nursery rhymes.</p> <p>See Charanga Progression of Skills document.</p> <p>Art & Design: Creating with Materials</p> <p>Children will experiment mixing with colours.</p>	<p>Music: Being Imaginative</p> <p>Children will experiment with different instruments and their sounds.</p> <p>See Charanga Progression of Skills document.</p> <p>Art & Design: Creating with Materials</p> <p>Children will experiment with different textures.</p>	<p>Music: Being Imaginative</p> <p>Children will create narratives based around stories.</p> <p>See Charanga Progression of Skills document.</p> <p>Art & Design: Creating with Materials</p> <p>Children will safely explore different techniques for joining materials.</p>	<p>Music: Being Imaginative</p> <p>Children will move in time to the music.</p> <p>See Charanga Progression of Skills document.</p> <p>Art & Design: Creating with Materials</p> <p>Children will make props and costumes for different role play scenarios.</p>	<p>Music: Being Imaginative</p> <p>Children will play an instrument following a musical pattern.</p> <p>See Charanga Progression of Skills document.</p> <p>Art & Design: Creating with Materials</p> <p>Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>
<p>Creating with Materials: 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>Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>						

