

Progression in Communication and Language

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<b>Listening, Attention and Understanding</b>	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p>	<p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p>	<p>To understand questions such as who, what, where, when, why and how</p>	<p>To have conversations with adults and peers with back and forth exchanges</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>
<b>Speaking</b>	<p>To talk in front of a small group</p> <p>To talk to class teacher and LSAs</p> <p>To learn new vocabulary</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To use new vocabulary throughout the day</p>	<p>To share their work to the class- standing up at the front</p> <p>To talk in sentences using conjunctions e.g. and, because</p>	<p>To share their work to the class- standing up at the front</p> <p>To use new vocabulary in different contexts</p> <p>To engage in non-fiction books</p>	<p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To talk to different adults around the school</p> <p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p>	<p>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>

**Progression of Personal, Social and Emotional Development**

<b>Skill</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>ELG</b>
<b>Self- Regulation</b>	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow one- step instructions</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p>	<p>To focus during longer whole class lessons</p> <p>To follow two- step instructions</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>LINKED TO PSHE</b></p>
<b>Managing Self</b>	<p>To wash hands independently</p> <p>To put coat and socks on independently</p> <p>To get changed into role play clothes with support</p> <p>To explore different areas within the Year R environment</p> <p>To use the toilet independently</p>	<p>To develop class rules and understand the need to have rules</p> <p>To put P.E kit on independently</p> <p>To have confidence to try new activities</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practise doing up a zip, buttons and buckles</p>	<p>To develop independence when dressing and undressing for activities such as role play, P.E and Forest School</p>	<p>To identify and name healthy foods</p> <p>To manage own basic needs independently</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' attitude</p> <p>To put clothes on and do up zips, buttons and buckles with minimal support</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

<b>Building Relationships</b>	To seek support of adults when needed	To play with children who are playing with the same activity	To begin to work as a group with support	To listen to the ideas of other children and agree on a solution and compromise	To work as a group	To have confidence to communicate with adults around the school	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
	To gain confidence to speak to peers and adults	To begin to develop friendships	To use taught strategies to support turn taking		To begin to develop relationships with other adults around the school	To have strong friendships	

**Progression of Physical Development**

<b>Skill</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>ELG</b>
<b>Gross Motor Skills</b>	<p>To move safely in a space</p> <p>To stop safely</p> <p>To develop control when using equipment</p> <p>To follow a path and take turns</p> <p>To work co-operatively with a partner</p>	<p>To balance</p> <p>To run and stop</p> <p>To change direction</p> <p>To jump To hop</p> <p>To explore different ways to travel using equipment</p>	<p>To roll and track a ball</p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using hands</p> <p>To throw and catch with a partner</p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target</p>	<p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p> <p>To jump and land safely from a height</p> <p>To develop rocking and rolling</p> <p>To explore traveling around, over and through apparatus</p> <p>To create short sequences linking actions together and including apparatus</p>	<p>To use counting to help to stay in time with the music when copying and creating actions</p> <p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To explore movement using a prop with control and co-ordination</p> <p>To move with control and co-ordination, expressing ideas through movement</p> <p>To move with control and co-ordination, copying, linking and repeating actions</p> <p>To remember and repeat actions,</p>	<p>To develop accuracy when throwing and practise keeping score</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To learn to play against an opponent</p> <p>To play by the rules and develop coordination</p> <p>To explore striking a ball</p> <p>To work cooperatively as a team</p>	<p>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><b>LINKED TO PE</b></p>

					exploring pathways and shapes		
<b>Fine Motor Skills</b>	<p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezer to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To hold scissors correctly and make snips in paper</p> <p>To hold a knife, fork and spoon correctly</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p> <p>To use tap-tap and wood work bench effectively</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p> <p>To use a screwdriver and saw</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To correctly copy letters as taught</p> <p>To paint using thinner paintbrushes</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To correctly form letters as taught</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>

**Progression of Literacy**

<b>Skill</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>ELG</b>
<b>Comprehension</b>	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>	<p>Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories.</p>

	the correct way and turning pages	To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes					Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  <b>LINKED TO ENGLISH</b>
<b>Word Reading</b>  <i>SEE SOUNDS WRITE FOR SPECIFIC WORDS AND SOUNDS TO BE TAUGHT</i>	To recognise their name  To begin to blend sounds together to read words, using the taught sounds	To blend sounds to read words using taught sounds To read words ending with s e.g. cats  To begin reading captions and sentences using taught sounds  To read books matching their phonics ability	To begin to read longer words  To recognise taught digraphs in words and blend the sounds together  To read sentences containing common words/exception words and digraphs  To read books matching their phonics ability	To read longer words including those with double letters To read word with es /z/ at the end  To read sentences containing common words/exception words and digraphs  To read books matching their phonics ability	To read longer words  To read compound words  To read words ending in suffixes ing, ed, est  To read books matching their phonics ability	To read words with adjacent consonants  To read longer words  To read compound words  To read words ending in suffixes ing, ed, est  To read books matching their phonics ability	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.  <b>LINKED TO ENGLISH</b>
<b>Writing</b>	To copy their name  To give meanings to the marks they make  To copy taught letters  To write initial sounds  To begin to write CVC words using taught sounds	To write their name  To use the correct letter formation of taught letters  To write words and labels using taught sounds  To begin to write captions using taught sounds	To form lower- case letters correctly  To begin to write sentences using fingers spaces  To understand that sentences start with a capital letter and end with a full stop  To spell words using taught sounds  To spell some taught tricky words correctly	To form lower- case letters correctly and begin to former capital letters  To write sentences using finger spaces and full stops  To spell words using taught sounds  To spell some taught tricky words correctly	To form lower- case and capital letters correctly  To begin to copy letters using a lead in and lead out  To begin to write longer words which are spelt phonetically  To begin to use capital letters at the start of a sentence	To form lower- case and capital letters correctly  To copy letters using a lead in and lead out  To begin to write longer words and compound words which are spelt phonetically  To write sentences using a capital letter, finger spaces and full stop	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.  <b>LINKED TO ENGLISH</b>

					<p>To use finger spaces and full stops when writing a sentence</p> <p>To spell some taught tricky words correctly</p> <p>To begin to read their work back</p>	<p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense</p>	
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**Progression of Mathematics**

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<b>Number</b>	<p>To recognise numbers 1-3</p> <p>To begin to subitise to 3</p> <p>To find one more of numbers to 3</p> <p>To find one less of numbers to 3</p> <p>To explore the composition of 2 and 3</p>	<p>To recognise numbers 1-5</p> <p>To begin to subitise to 5</p> <p>To find one more of numbers to 5</p> <p>To find one less of numbers to 5</p> <p>To explore the composition of 4 and 5</p>	<p>To recognise numbers 0-8</p> <p>To subitise to 5</p> <p>To find one more of numbers to 8</p> <p>To find one less of numbers to 8</p> <p>To explore the composition of 6, 7 and 8</p> <p>To match the number to quantity</p>	<p>To recognise numbers 0-10</p> <p>To explore the composition of 9 and 10</p> <p>To practise number bonds to 10</p> <p>To know addition facts to make 5</p> <p>To find one more of numbers to 10</p> <p>To find one less of numbers to 10</p> <p>To estimate a number of objects</p>	<p>To recognise numbers to 20</p> <p>To revise number bonds to 5</p> <p>To explore how to make numbers above ten using tens and ones</p> <p>To match the number to quantity</p>	<p>To solve simple number problems</p> <p>To recap the composition of each number to 10</p> <p>To know addition and subtraction facts to 10</p> <p>To know doubling facts</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>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 doubling facts.</p> <p><b>LINKED TO MATHS</b></p>
	<p>To say which group has more</p> <p>To say which group has less</p>	<p>To compare quantities to 5</p> <p>To compare equal and unequal groups</p>	<p>To count to 15</p> <p>To count objects to 10</p>	<p>To count to 20</p> <p>To compare quantities to 10</p>	<p>To count to 25 To add numbers</p> <p>To subtract numbers</p>	<p>To count to 30 and beginning to count higher (100).</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than,</p>

<p><b>Numerical Patterns</b></p>	<p>To compare quantities to 3</p> <p>To count to 5</p>	<p>To count to 10</p>	<p>To compare quantities to 8</p> <p>To begin to understand the different between odd and even numbers up to 8</p> <p>To combine two groups of objects</p>	<p>To explore odd and even numbers</p> <p>To order numbers to 10</p> <p>To count back from 10</p> <p>To combine two groups of objects</p> <p>To take away objects and count how many are left</p> <p>To find the missing number</p>	<p>To find the missing number</p> <p>To order numbers to 20</p> <p>To order numbers e.g. 13, 15, 19</p> <p>To find the missing number in an addition and subtraction sentence problems</p>	<p>To know that 1, 3, 5, 7 and 9 are odd</p> <p>To know that 2, 4, 6, 8, 10 are even</p> <p>To double numbers up to 10</p> <p>To find half of numbers up to 10</p> <p>To share quantities equally</p> <p>To combine groups of 2s, 5s and 10s</p>	<p>less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p><b>LINKED TO MATHS</b></p>
<p><b>Shape, Space and Measure</b></p>	<p>To match objects</p> <p>To sort objects</p> <p>To compare capacity, length, height, size.</p> <p>To finish a repeating pattern of 2 objects or colours</p> <p>To recognise and name circle and triangle</p> <p>To recognise 1p and 2p</p>	<p>To recognise and name square and rectangle</p> <p>To recognise 5p</p>	<p>To order objects by height and length</p> <p>To order the days of the week</p> <p>To measure height in play using non-standard measurements</p> <p>To measure time</p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes in play</p>	<p>To recognise 10p</p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes in play</p>	<p>To measure capacity in play</p> <p>To describe the properties of 3D shapes</p> <p>To make pictures with shape arrangements</p>	<p>To explore money in role play</p> <p>To begin to recognise the time to o'clock</p> <p>To finish a repeating pattern</p> <p>To make patterns using shapes</p> <p>To name and describe 2D and 3D shapes</p>	<p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure</p> <p><b>LINKED TO MATHS</b></p>

**Progression of Understanding the World**

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<p align="center"><b>Past and Present</b></p>	<p>To know about my own life-story</p> <p>To know how I have changed</p>	<p>To know about figures from the past (Neil Armstrong, Tim Peake, Mae Jemison)</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)</p>	<p>To talk about the lives of the people around us.</p> <p>To know that the emergency services exist and what they do.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>To know about the past through settings, characters and events encountered in books read in class and story telling</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p>	<p>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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p align="center"><b>LINKED TO HISTORY</b></p>
<p align="center"><b>People, Culture and Communities</b></p>	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the village the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many countries around the world.</p>	<p>To talk about how Hindus celebrate Diwali</p> <p>To talk about how Jews celebrate Hannukah</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p>	<p>To talk about Chinese New Year.</p> <p>To know about people who help us within the local community</p>	<p>To know that Christians celebrate Easter.</p>	<p>To know that people in other countries may speak different languages</p>	<p>To know that simple symbols are used to identify features on a map</p>	<p>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.</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 (where appropriate) maps.</p> <p align="center"><b>LINKED TO RE/PSHE/GEOGRAPHY</b></p>

<p><b>The Natural World</b></p>	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p>	<p>To know about and recognise the signs of Autumn</p> <p>To know about features of the world and Earth</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter (freezing)</p>	<p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To plant seeds</p> <p>To know the different between herbivores and carnivores</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To learn about lifecycles of plants and animals</p> <p>To know that some animals are nocturnal</p> <p>To know about different habitats</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To harvest grown fruit and vegetables</p> <p>To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)</p>	<p>Explore the natural 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. Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p> <p>LINKED TO SCIENCE/GEOGRAPHY</p>
<p><b>Technology</b></p>	<p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons</p> <p>To learn about e- safet</p>	<p>To know how to operate simple equipment</p> <p>To draw pictures on IWB and begin to change colours</p> <p>To use the iPad to take pictures</p>	<p>To access, understand and interact with a range of technology within the Year R environment</p> <p>To draw pictures on IWB, changing colour and pen size</p>	<p>To use the IWB, changing games and programmes</p>	<p>To use Tapestry to add their own observations to their learning journey – taking pictures, adding text and saving</p> <p>To explore how a Bee-Bot works</p> <p>To use the internet with adult supervision to find and retrieve information</p>	<p>To begin to give reasons why we need to stay safe online</p> <p>To use the Bee- Bots and program them to go forwards and backwards</p> <p>To type their name using a laptop</p>	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p> <p>LINKED TO COMPUTING</p>

**Progression of Expressive Arts and Design**

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<b>Creating with Materials</b>	<p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (<i>Glue Stick</i>)</p> <p>To know how to work safely and hygienically</p> <p>To use non- statutory measures (<i>spoons, cups</i>)</p> <p>To use some cooking techniques (<i>spreading, cutting</i>) – Sandwiches</p> <p>To use different construction materials</p>	<p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (<i>Glue Stick, PVA</i>)</p> <p>To know how to work safely and hygienically</p> <p>To use non- statutory measures (<i>spoons, cups</i>)</p> <p>To use some cooking techniques (<i>spreading, cutting, threading, coring</i>) – Sandwiches, Fruit Kebab</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (<i>Glue Stick, PVA, Masking Tape, Tape</i>)</p> <p>To know how to work safely and hygienically</p> <p>To use non- statutory measures (<i>spoons, cups</i>)</p> <p>To use some cooking techniques (<i>spreading, cutting, threading, coring, mixing</i>) Sandwiches, Fruit Kebab, Biscuits</p> <p>To use tools to cut and join wood</p> <p>To know the names of tools</p>	<p>To use natural objects to make a piece of art (<i>Andy Goldsworthy</i>)</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (<i>Glue Stick, PVA, Masking Tape, Tape, Split Pins</i>)</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how to work safely and hygienically</p> <p>To use non- statutory measures (<i>spoons, cups</i>)</p> <p>To use some cooking techniques (<i>spreading, cutting, threading, coring, mixing, grating</i>) Sandwiches, Fruit Kebab, Biscuits, Salads</p> <p>To use tools to cut and join wood using different nails and screws</p> <p>using different nails and screws</p> <p>To know the names of tools</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (<i>cooking, wood work, construction, junk modelling</i>)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> <p>To use non- statutory measures (<i>spoons, cups</i>)</p> <p>To use some cooking techniques (<i>spreading, cutting, threading, coring, mixing, grating, adding flavours</i>) Sandwiches, Fruit Kebab, Biscuits, Salads</p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists (<i>Henri Matisse</i>)</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>LINKED TO ART/DT</b></p>

<p><b>Being Imaginative and Expressive</b></p>	<p>To sing and perform nursery rhymes</p> <p>To join in with whole school singing assemblies</p> <p>To experiment with different instruments and their sounds</p> <p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p>	<p>To perform in the Christmas Play</p> <p>To learn and perform a song for the Christmas Concert</p> <p>To join in with whole school singing assemblies</p> <p>To pitch-match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p>	<p>To join in with whole school singing assemblies</p> <p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p>	<p>To joinn with whole school singing assemblies</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p>	<p>To move in time to music</p> <p>To learn dance routines</p> <p>To join in with whole school singing assemblies</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stores</p>	<p>To perform in the school end of year concert</p> <p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own compositions using tuned instruments</p> <p>To invent their won narratives, making costumes and resources</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p> <p><b>LINKED TO MUSIC/DRAMA</b></p>
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