

	Throughout the Year	Early Learning Goal
<p>Communication and Language</p>	<ul style="list-style-type: none"> • Listens to familiar stories with increasing attention and recall. • Listens to others in one-to-one or small groups, when conversation interests them. • Can start a conversation with an adult or a friend and continue it for many turns. • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver”. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Is able to follow directions and builds up to responding to instructions with more elements. • Understands who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?), building up to understanding, why, how and when questions. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Engages with different types of books by listening to and talking about them to build familiarity and understanding. • Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. • Learn and use new vocabulary throughout the day. • Listen to and learn rhymes, songs and poems, developing an awareness of rhythm and rhyme. • Articulate their ideas and thoughts in well-formed, and increasingly complex sentences. • Understands a range of complex sentence structures including negatives, plurals and tense markers. • Children will develop their attention from single channelled, to focusing attention, to two channelled attention. • Listens and responds to ideas expressed by others in conversation or discussion. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations and begins to introduce a storyline or narrative into their play. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 	<p>ELG – LAU 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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG – S Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>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>Vocabulary: Safe, rules, feelings, emotions, happy, sad, angry, worried, excited, valuable, respectful, resilient, share, take turns, different, similar, resolve, friendship, confident, challenge, respect</p>		

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two	Early Learning Goal
Personal, Social and Emotional Development	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p>	<p>Talk about their feelings using words like „happy“, “sad“, “angry“, “tired“, “embarrassed” or “worried“.</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Is proactive in seeking adult support and able to articulate their wants and needs.</p> <p>Shows a greater understanding of managing their own needs.</p>	<p>Expresses their feelings and is being to consider the feelings of others.</p> <p>Has a clear idea about what they want to do in their play and how they want to go about it.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Think about the perspective of others.</p> <p>Understands their own and other people’s feelings, offering empathy and comfort.</p> <p>Shows increasing in impulse control in favourable conditions, e.g. giving up a toy to another who wants it.</p>	<p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group, including being confident to say, “no.”</p>	<p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.</p> <p>Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.</p> <p>Consistently manages their own needs.</p>	<p>ELG – SR 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 focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG – MS Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG – BR Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others’ needs.</p>
	<p>Ongoing Throughout the Year</p> <ul style="list-style-type: none"> • Talk about their feelings using words like „happy“, “sad“, “angry” or “worried“. • Has a clear idea about what they want to do in their play and how they want to go about it. • Show resilience and perseverance in the face of challenge. • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group, including being confident to say, “no”. <p>Vocabulary: Safe, rules, feelings, emotions, happy, sad, angry, worried, excited, valuable, respectful, resilient, share, take turns, different, similar, resolve, friendship, confident, challenge, respect</p>						

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two	Early Learning Goal
Physical Development	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Show a preference for a dominant hand and demonstrate typical pencil grasp development.</p> <p>Use a comfortable grip with some control when holding pens, pencils and other writing and mark making tools.</p> <p>Creates lines and circles pivoting from the shoulder and elbow.</p> <p>Beginning to show awareness of how to use tools safely.</p> <p>Is developing scissor grip using one handed loop scissors.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Is developing an effective grip with increasing controls when holding pencils, pens and other tools.</p> <p>Begin to use left/right-handed scissors.</p>	<p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</p> <p>Shows some understanding with good practices with regard to exercise, eating, drinking water, sleeping, hygiene and screen time can contribute to good physical and mental health.</p> <p>Can name and identify different parts of the body.</p> <p>Use tools and equipment, with increasing challenge in a variety of contexts.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p> <p>Use tools and equipment, with increasing challenge in a variety of contexts.</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Can confidently hold and use simple tools .i.e. scissors, hole punch.</p> <p>Can confidently hold and control and pencil using tripod grip.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG – FMS Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>ELG – GMS Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>ELG – FMS Use a range of small tools, including scissors, paintbrushes and cutlery.</p>
Ongoing Throughout the Year							
<ul style="list-style-type: none"> • Develops an effective grip with increasing controls when holding pencils, pens and other tools. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. <p>Vocabulary: rolling, crawling, walking, jumping, running, hopping, skipping, climbing, safely, space, direction, catching, rolling, kicking, balance, obstacles, heights, travelling, equipment, spade, rake, trowel, dig, pull, aim, target, tools, scissors, cut, pencil, hold, move, direction.</p>							

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two	Early Learning Goal
Literacy	<p>Reading Handles books and touch screen technology carefully and the correct way up with growing competence.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Continues to develop phonological and phonemic awareness.</p> <p>Begin to orally bend cvc words.</p> <p>Little Wandle s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</p> <p>Common exception words: is, l, the.</p> <p>Writing Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write "m" for mummy.</p> <p>Write some or all of their name.</p> <p>Write some recognisable letters.</p> <p>Begin to orally retell a story using some</p>	<p>Reading Blend sounds to read short words with known-letter-sound correspondences.</p> <p>Begin to learn some diagraph sounds.</p> <p>Introduce simple phrases and sentences with known GPC's taught.</p> <p>Little Wandle Ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, words with s /s/ added at the end (hats sits) and words ending s /z/ (his) and with s /z/ added at the end (bags).</p> <p>Common exception: put, pull, full, as, go no to into, she, push, he, and has his her.</p> <p>Begin to share books matched to their phonic knowledge.</p> <p>Writing Write some letters accurately.</p> <p>Begin to write cvc words.</p> <p>Continues to orally retell a story using a wider range of actions and key story language.</p>	<p>Reading Read simple phrases and sentences made up of known GPC's and common exception words.</p> <p>Little Wandle ai ee igh oa, oo oo ar or,ur ow oi ear, air er words with double letters: dd mm tt bb rr gg pp ff and longer words.</p> <p>Common exceptions words: was, you, they, my, by, all, are, sure, pure.</p> <p>Continue to share books matched to their phonic knowledge.</p> <p>Writing Continue to write some letters with increasing accuracy.</p> <p>Begin to write cvc and captions containing diagraphs and trigraphs.</p> <p>Begin to write longer words with double consonants.</p> <p>Can orally retell a story using of the actions and key story language, thinking about how characters feel.</p>	<p>Reading Begin to read longer words with two or more diagraphs.</p> <p>Begin to read compound words.</p> <p>Little Wandle ai ee igh oa, oo oo ar or,ur ow oi ear, air er words with double letters: dd mm tt bb rr gg pp ff and longer words.</p> <p>Common exceptions words: was, you, they, my, by, all, are, sure, pure.</p> <p>Writing Continue to write some letters with increasing accuracy and independence.</p> <p>Begin to write short sentences with words with known letter-sound correspondences.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Can orally retell a story using actions and key story language, thinking about what a character did and why.</p>	<p>Reading Consolidate reading longer words with two or more diagraphs.</p> <p>Consolidate reading compound words.</p> <p>Little Wandle Longer word and compound words. Root words ending in: ing, ed/t, -ed/id, est.</p> <p>Writing Consolidate letter formation with increasing accuracy and independence.</p> <p>Write short sentences with words with known letter-sound correspondences, developing an awareness capital letter and full stops.</p> <p>Can orally retell a story using actions and key story language and are to sequence multiple parts of a story.</p>	<p>Reading Re-read what they have written to check that it makes sense.</p> <p>Begin to read some words by sight or with decreasing dependency on oral blending strategies to increase fluency.</p> <p>Little Wandle Longer vowel sound. Phase 4 words with s/z/es at the end. Root words ending in: ing, ed/t, -ed/id, est. Root words ending in: er, est.</p> <p>Writing Consolidate letter formation with increasing accuracy and independence.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Can orally retell a story using actions and key story language including all of the features taught across the year.</p> <p>Children can innovate a story together, and using own story map.</p>	<p>ELG – R Say a sound for each letter in the alphabet and at least 10 diagraphs.</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>ELG – C Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>ELG – C Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>ELG – W Write recognisable letters, most of which are correctly formed.</p> <p>ELG – W Spell words by identifying sounds in them and representing the sound with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>

actions and key story language.

Ongoing Throughout the Year

Reading:

- Enjoys an increasing range of print and digital books, both fiction and non-fiction to foster a love of reading.
- Listens to and joins in with stories and poems, when reading one-to-one and in small groups.
- Talks about events and characters in stories and suggests how the story might end.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Is aware of the way stories are structured and can tell their own stories with increasing detail.
- Knows that information can be retrieved from books, computers and mobile digital devices.

Writing

- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.

Vocabulary: book, story, pages, turn, word, letter, sound, retell, read, share, listen, write, sentence, grapheme, phoneme, diagraph, trigraph, once upon a time, then, next, after that, finally, so, happily ever after, story map, caption, label, list, sentence, beginning, middle, end.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two	Early Learning Goal
Mathematics	<p>Baseline</p> <p>Beginning to understand counting principles.</p> <p>Enjoys counting as far as they can go.</p> <p>Enjoys counting and number rhymes.</p> <p>Begins to recognise numerals from 0-10.</p> <p>Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</p> <p>Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle).</p> <p>Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!</p> <p>In meaningful contexts, compares size, mass and capacity.</p> <p>Creates their own spatial patterns showing some organisation or regularity.</p> <p>Explores and adds to simple linear patterns</p>	<p>Can subitise 1-3.</p> <p>Explores numbers 1-3.</p> <p>Can identify circles and triangles.</p> <p>Responds to and uses language of position and direction.</p> <p>Can subitise 4 and 5.</p> <p>Explores the number 4 and 5.</p> <p>Links numerals with amounts up to 5 and beyond.</p> <p>Can identify shapes with 4 sides.</p> <p>Shows awareness of shape similarities and differences between objects.</p> <p>Responds to both informal language and common shape names.</p>	<p>Can subitise 0-5.</p> <p>Explores numbers 0-5.</p> <p>In meaningful contexts, predicts, explores and compares size, mass and capacity and finds a balance.</p> <p>Explores numbers number 6,7 and 8.</p> <p>In meaningful contexts, predicts, compares and explores length and height.</p> <p>Becomes familiar with measuring tools in everyday experiences and play.</p> <p>Is increasingly able to order and sequence events using everyday language related to time.</p>	<p>Explores numbers number 9 and 10.</p> <p>Enjoys composing and decomposing 2D and 3D shapes, learning which shapes combine to make other shapes.</p> <p>Beginning to experience measuring time with timers and calendars.</p>	<p>Children enjoy counting to 20 and beyond and back again.</p> <p>Begins to solve mathematical problems involving adding and subtracting.</p>	<p>Begins to explore sharing and grouping .</p> <p>Shows an interest in and enjoys visualising, build and map.</p> <p>Shows greater awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects 6.</p> <p>Shows increasing confidence when conceptually subitising larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three.</p> <p>Consolidation of skills across the year.</p>	<p>ELG – N Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting up to 5.</p> <p>ELG – NP Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>ELG – N Automatically recall (without references to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts).</p> <p>ELG – NP 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>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

	of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC).					
Ongoing Throughout the Year						
<ul style="list-style-type: none"> • Singing number songs and rhymes. • Counting forwards and backwards from 0-10 and beyond. • Subitising. • Linking numerals with amounts. • Ordering numbers to 10 and beyond. • Counting out objects to 10 and beyond. <p>Vocabulary: number, one, two, three, four, five, six, seven, eight, nine, ten, count, look, compare, shape, pattern, how many, more, less, match, same, different, pair, sort, compare, matching size, matching pattern, matching colour, matching outline, set, odd one out, more, fewer, the same amount, big, small, long, short, thick, thin, taller, shorter, tallest, shortest, full, empty, heavy, light, equal weights, repeating pattern, 123, altogether, combine, compare, count, dice, different, dots, fewer, loose parts, match, more, number, one less, one more, order, same, subitise, less, set, represent, five frame, whole, part.</p>						

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two	Early Learning Goal
Understanding the World	<p>Talk about members of their immediate family.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Develops digital literacy skills by being able to access, understand and interact with a range of technologies.</p> <p>Talk about and name people who are familiar to them in their community.</p> <p>Shows interest in different occupations and ways of life indoors and outdoors</p> <p>Comment on images of familiar situations in the past.</p>	<p>Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Knows that other children do not always enjoy the same things and is sensitive to this.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Begin to develop a positive understanding about the differences between people.</p> <p>We can use the internet with adult support to watch videos of celebrations/traditions via the Swiggle search engine.</p>	<p>Understand that some places are special to members of their communities.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another.</p> <p>Draw information from a simple map.</p> <p>Completes a simple program on electronic devices (Bee Bots)</p> <p>We can use the internet with adult support to watch videos of celebrations/traditions via the Swiggle search engine.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Can create content such as a video recording, stories, and/or draw a picture on screen.</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes.</p> <p>Developing an understanding of growth, decay and changes over time.</p>	<p>Shows care and concern for living things and the environment.</p> <p>Begin to understand the effect their behaviour can have on the environment.</p> <p>We can think of ways we can help keep our community clean.</p> <p>We can talk about what we can do at home to recycle.</p> <p>We understand that rubbish, plastic, deforestation and hunting are endangering wildlife.</p> <p>We know and can share some ways that we can help our planet.</p>	<p>ELG – PP Talk about the lives of the 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>ELG – TNW Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>ELG – TNW 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>ELG – PCC 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>Ongoing Throughout the Year</p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. <p>Vocabulary: family, mam, dad, brother, sister, baby, toddler, adult, friends, past, present, outside, see, hear, feel, touch, grow, change, look after, care, seasonal changes, similarities, differences, traditions, local area, UK, city, town, map, world, community, plant flower, vegetable, planet, recycle, rubbish, plastic, endangering, damage.</p>						

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two	Early Learning Goal
Expressive Arts and Design	<p>Creating with Materials Continue to use tools for a purpose.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Begins to create collaboratively, sharing ideas, resources and skills.</p> <p>Being Imaginative Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Creating with Materials Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Explore colour and how colours can be changed.</p> <p>Being Imaginative Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Begins to build a collection of songs and dances.</p>	<p>Creating with Materials Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects.</p> <p>Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth.</p> <p>Being Imaginative Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Begins to express and communicate working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p>	<p>Creating with Materials Continues to explore colour and how colours can be changed.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Continues to create collaboratively, sharing ideas, resources and skills.</p> <p>Being Imaginative Introduces a storyline or narrative into their play.</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</p> <p>Continues to listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Continues to watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.</p>	<p>Creating with Materials Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p> <p>Being Imaginative Develop storylines in their pretend play.</p> <p>Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.</p> <p>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes.</p>	<p>Creating with Materials Can use a combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</p> <p>Being imaginative Can express and communicate working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p>	<p>ELG – CWM Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG – CWM Share their creations, explaining the process they have used.</p> <p>ELG – BI&E Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>ELG – BI&E Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and song.</p>

Ongoing Throughout the Year

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning. Refining ideas and developing their ability to represent them.
- Explore and engage in music making and dance, performing solo or in groups.

Vocabulary: dance, sing, move, idea, create, pretend, story, build, perform, play, act, portrait, transient, moveable art, charcoal, chalk, pastels, primary colours, secondary colours, mixing, shade, depth, recyclable, pace, beat, art, artist, instrument, play, music