

Communication and Language: Statutory Guidance: The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structure.

Area of Learning : Communication and Language			
Core strategy for Staff member	Birth to Three	Three and four year olds	Children in Reception
Conversations	<ul style="list-style-type: none"> Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent. Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. Watch someone’s face as they talk. Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). Use gestures like waving and pointing to communicate. Copy your gestures and words. Reach or point to something they want while making sounds. Taking ‘turns’ in conversations. Use intonation, pitch and changing volume when ‘talking’. Listen to other people’s talk with interest, but can easily be distracted by other things. Start to develop conversation, often jumping from topic to topic. 	<ul style="list-style-type: none"> Use a wide range of vocabulary. Understand ‘why’ questions like: ‘Why do you think the caterpillar got so fat?’ Can start a conversation with an adult or a friend and continue it for many turns. Use longer sentences of four to six words. 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. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. 	<ul style="list-style-type: none"> Use new vocabulary through the day. Describe events in some detail. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Develop Social phrases.
Instructions	<ul style="list-style-type: none"> Listen and respond to a simple instruction Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. Understand simple instructions like “give to mummy” or “stop”. Recognise and point to objects if asked about them. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. 	<ul style="list-style-type: none"> Can find it difficult to pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them.
Story reading (including song) Adult to model	<ul style="list-style-type: none"> Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). Enjoy singing, music and toys that make sounds. Listen to simple stories and understand what is happening, with the help of the pictures. Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words. 	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Sing a large repertoire of songs. Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Vocabulary	<ul style="list-style-type: none"> Babble, using sounds like ‘ba- ba’, ‘mamama’. Constantly babble and use single words during play. Understand single words in context – ‘cup’, ‘milk’, ‘daddy’. Can become frustrated when they can’t make themselves understood. Start to say how they are feeling, using words as well as actions. Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. Use the speech sounds p, b, m, w. Are usually still learning to pronounce: <ul style="list-style-type: none"> - /r/w/y - s/sh/ch/dz/j - /f/th - multi-syllabic words such as ‘banana’ and ‘computer’ Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. 	<ul style="list-style-type: none"> Use a wider range of vocabulary. May have problems saying: <ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ 	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

Links to ELG's and Year 1

Area of Learning : Communication and Language			
Core strategy for Staff member	Children in Reception	Early Learning Goals	Year 1 Curriculum
Conversations	<ul style="list-style-type: none"> Use new vocabulary through the day. Describe events in some detail. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Develop Social phrases 	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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>Writing—POS1— Oracy - I can orally rehearse my phonics and sentences before writing, whether through role play or other pedagogical approaches.</p>
Instructions	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. 		<p>Reading D6: I can respond speedily to all Phase 5 Phonics and where applicable, alternative sounds for graphemes.</p>
Story reading (including song) Adult to Model	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 		<p>Reading C5: can predict what might happen on the basis of what has already happened.</p>
Vocabulary	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. 		<p>Reading C1: I can draw on knowledge of vocabulary to understand texts.</p>

Personal, Social and Emotional development: **Statutory Guidance**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Area of Learning : Personal, Social and Emotional development

Core strategy for Staff member	Birth to Three	Three and four year olds	Children in Reception
Supporting Growth mindset	<ul style="list-style-type: none"> Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Use the engagement of gesture, gaze and talk to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Be increasingly able to talk about and manage their emotions. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. 	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Show more confidence in new social situations. Become more outgoing with unfamiliar people, in the safe context of their setting. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.
Restorative Practice Adult to model	<ul style="list-style-type: none"> Engage with others through gestures, gaze and talk. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". 	<ul style="list-style-type: none"> Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Talk with others to solve conflicts. Increasingly follow rules, understanding why they are important. Play with one or more other children, extending and elaborating play ideas. Develop their sense of responsibility and membership of a community. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. 	<ul style="list-style-type: none"> Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.
Independence	<ul style="list-style-type: none"> Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. 	<ul style="list-style-type: none"> Do not always need an adult to remind them of a rule. 	<ul style="list-style-type: none"> Manage their own needs.

Links to ELG's and Year 1

Area of Learning : Personal, Social and Emotional development			
Core strategy for Staff member	Children in Reception	Early Learning Goals	Year 1 Curriculum
Supporting Growth mindset	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. 	<p>Self-Regulation</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 focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>PSHE</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>
Restorative Practice Adult to Model	<ul style="list-style-type: none"> • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Think about the perspectives of others. 	<p>Managing Self</p> <p>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 hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>PSHE</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>
Independence	<ul style="list-style-type: none"> • Manage their own needs. 	<p>Building Relationships</p> <p>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>PSHE</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>

Physical development: Statutory Guidance

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

Area of Learning : Physical Development					
Core strategy for Staff member	Birth to Three		Three and four year olds		Children in Reception
Gross Motor (Hand-eye co-ordination)	<ul style="list-style-type: none"> Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Sit without support Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking. Reach out for objects as co-ordination develops. Lift objects up to suck them. Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. 	➔	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. 	➔	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - walking - running - skipping - crawling - jumping - hopping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
Fine Motor (Hand-eye co-ordination)	<ul style="list-style-type: none"> Eat finger food and develop likes and dislikes. Develop manipulation and control. 	➔	<ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. 	➔	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower-case and capital letters correctly (link to Physical development)
Supporting Independence/ Growth mindset	<ul style="list-style-type: none"> Build independently with a range of appropriate resources. Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Explore different materials and tools. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Learn to use the toilet with help, and then independently. 	➔	<ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Start to eat independently and learning how to use a knife and fork. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	➔	<ul style="list-style-type: none"> Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
Health (achieved through Modelling)	<ul style="list-style-type: none"> Try a wider range of foods with different tastes and textures. 	➔	<ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. 	➔	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - sensible amounts of 'screen time' - healthy eating - having a good sleep routine- toothbrushing - being a safe pedestrian Further develop the skills they need to manage the school day successfully:- lining up and queuing - personal hygiene - mealtimes

Links to ELG's and Year 1

Area of Learning: Physical Development			
Core strategy for Staff member	Children in Reception	Early Learning Goals	Year 1 Curriculum
Gross Motor (Hand-eye co-ordination)	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 	<h3 style="text-align: center;">Gross Motor Skills</h3> <p style="text-align: center;">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><u>PE:</u></p> <ol style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns <p><u>Healthy Schools/PSHE</u> H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax</p>
Fine Motor (Hand-eye co-ordination)	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower-case and capital letters correctly (link to Physical development) 	<h3 style="text-align: center;">Fine Motor Skills</h3> <p style="text-align: center;">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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p><u>Writing</u> F1: Most lower case, capital letters and numerals (0-9) are formed in the correct direction, starting and finishing in the right place. <u>Art</u> to use a range of materials creatively to design and make products <u>DT</u> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>
Supporting Independence/ Growth mindset	<ul style="list-style-type: none"> Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball 		<p><u>PSHE</u> H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p>
Health (achieved through Modelling)	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time'- healthy eating - having a good sleep routine- toothbrushing - being a safe pedestrian Further develop the skills they need to manage the school day successfully:- lining up and queuing - personal hygiene - mealtimes 		<p><u>Healthy Schools/PSHE</u> H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely <u>Science</u> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>

Literacy: Statutory Guidance

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Area of Learning : Literacy					
Core strategy for Staff member	Birth to Three		Three and four year olds		Children in Reception
Comparisons	<ul style="list-style-type: none"> Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. 	→	<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning - the names of the different parts of a book print can have different purposes - page sequencing we read English text from left to right and from top to bottom Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother 	→	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read what they have written to check that it makes sense. Compare and contrast characters from stories, including figures from the past.
Comprehension		→	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. 	→	<ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Application	<ul style="list-style-type: none"> Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. 	→	<ul style="list-style-type: none"> 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. Write some or all of their name. Write some letters accurately. 	→	<ul style="list-style-type: none"> Form lower-case and capital letters correctly (link to Physical development) Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Links to ELG's and Year 1

Area of Learning : Literacy			
Core strategy for Staff member	Children in Reception	Early Learning Goals	Year 1 Curriculum
Comparisons	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read what they have written to check that it makes sense. Compare and contrast characters from stories, including figures from the past. 	<p style="background-color: yellow; text-align: center;">Comprehension</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. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p style="background-color: yellow; text-align: center;">Word Reading</p> <p>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>	<ul style="list-style-type: none"> Reading D1: I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Reading D2: I can accurately read aloud books that are consistent with their developing phonics, re-reading these books to build up their fluency and confidence in word reading. Reading D3: I can use some Phase 5 phonemes in phonically decodable, irregular and nonsense words, using embedded strategies (Phoneme fingers) for reading. Reading D4: I can accurately read most common exception words (Year 1). Reading D5: I can read many words of more than one syllable that contain taught GPCs. Reading D6: I can respond speedily to all Phase 5 Phonics and where applicable, alternative sounds for graphemes. Reading D7: I can note unusual correspondences between spelling and sound and where these occur in the word. Reading D8: I can read many words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Reading D9: I can read some words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). Writing F3: All Phase 5 Phonics have to be in place. Writing F4: Spell most common exception words (Year 1). Writing P1: Identify known phonemes and graphemes in unfamiliar words. Writing P2: Segmenting spoken words into sounds before choosing graphemes to represent the sounds. Writing P3: Know how the prefix un can be added to words to change meaning. Writing P4: Use letter names to show alternative spellings of the same phoneme. Writing P5: Use the suffixes: s, es, ed, er and ing within their writing. Writing P6: Use the spelling rule for adding s or es for verbs in 3rd person singular. Writing GPC4: Re-read what they have written, making sure finger spaces are evident, to check that it makes sense.
Comprehension	<ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p style="background-color: yellow; text-align: center;">Writing</p> <p>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>	<ul style="list-style-type: none"> Reading C1: I can draw on knowledge of vocabulary to understand texts. Reading C2: I can retrieve and record key details from fiction and non-fiction texts, such as characters, events and information. Reading C3: I can identify, explain and order the sequence of events in texts. Writing GPC1: Children can correctly sequence words in a simple sentence, knowing the difference between lines of writing and sentences. Writing GPC3: Sequence sentences in chronological order to recount an event or an experience or to form short narratives.
Application	<ul style="list-style-type: none"> Form lower-case and capital letters correctly (link to Physical development) Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 		<ul style="list-style-type: none"> Reading C4: I can make inferences from the text Reading C5: I can predict what might happen on the basis of what has already happened. Writing F1: Most lower case, capital letters and numerals (0-9) are formed in the correct direction, starting and finishing in the right place. Writing F2: Be able to use Phase 5 phonemes in phonically decodable, irregular and nonsense words, using embedded strategies (Phoneme fingers) for spelling. Writing F5: Independently, construct correctly formed simple sentences with capital letters and full stops. Writing H1: Most lower case, capital letters and numerals (0-9) are formed in the correct direction, starting and finishing in the right place. Writing GPC2: Punctuate sentences using a capital letter and a full stop in most sentences. Writing GPC5: Use 'and' to join sentences together. Writing GPC6: Sometimes punctuate sentences using a question mark or exclamation mark.

Mathematics: Statutory Guidance

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Area of Learning : Mathematics			
Core strategy for Staff member	Birth to Three	Three and four year olds	Children in Reception
Pattern of Counting	<ul style="list-style-type: none"> Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Build with a range of resources. Notice patterns and arrange things in patterns. 	<ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. 	<ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Count beyond ten. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
Matching		<ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 	<ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value.
Comparisons	<ul style="list-style-type: none"> Compare amounts, saying 'lots', 'more' or 'same'. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. 	<ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length, weight and capacity. 	<ul style="list-style-type: none"> Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Compare length, weight and capacity
Investigation	<ul style="list-style-type: none"> React to changes of amount in a group of up to three items. 	<ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals. 	<ul style="list-style-type: none"> Explore the composition of numbers to 10.
Quick recall	<ul style="list-style-type: none"> Take part in finger rhymes with numbers. 	<ul style="list-style-type: none"> Show 'finger numbers' up to 5. 	<ul style="list-style-type: none"> Automatically recall number bonds for numbers 0–10.
Patterns	<ul style="list-style-type: none"> Climb and squeezing selves into different types of spaces. Complete inset puzzles. 	<ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns.

Links to ELG's and Year 1

Area of Learning : Mathematics			
Core strategy for Staff member	Children in Reception	Early Learning Goals	Year 1 Curriculum
Pattern of Counting	<ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Count beyond ten. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<p style="background-color: yellow; margin: 0;">Number</p> <p>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.</p> <p style="background-color: yellow; margin: 0;">Numerical Patterns</p> <p>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.</p>	<ul style="list-style-type: none"> Maths F1.: That numbers represent a value (objects, representations and abstract). Maths F3: Confidently counts within 100. Maths F6: Bridging through 10. Maths N1: Count to and across 100, forwards and backwards. Maths N7: Count in multiples of 2s, 5s, 10s.
Matching	<ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value. 		<ul style="list-style-type: none"> Maths N3: Read and write numbers to 100 (e.g. 15) in numerals and 1-20 in words (e.g. Fifteen).
Comparisons	<ul style="list-style-type: none"> Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Compare length, weight and capacity 		<ul style="list-style-type: none"> Maths F4: Identify one more and one less from given a number. Maths N4: Use the language of: equal to, more than, less than (fewer), most, least. Maths M1 – Compare, describe and solve practical problems for: length, weight, capacity and time [for example, long/short, full capacity/empty, o'clock and half past, double/half, heavy/light].
Investigation	<ul style="list-style-type: none"> Explore the composition of numbers to 10. 		<ul style="list-style-type: none"> Maths N2: Beginning with 0 or 1, or from any given number and count within 100. Maths N6: Using concrete objects, pictorial representations, and missing number problems, solve one-step problems that involve addition and subtraction, such as $7 = _ + 5$. Maths N8: Using concrete objects, pictorial representations and arrays, solve one-step problems involving multiplication and division (2s, 5s, 10s), with the support of the teacher.
Quick recall	<ul style="list-style-type: none"> Automatically recall number bonds for numbers 0–10. 		<ul style="list-style-type: none"> Maths F5: Number bonds to 10 – (Link number bonds to 20). Maths N5: Know by heart number bonds and related subtraction facts within 20 and to 20 (make sure number bonds, within 10 and to 10, are secure).
Patterns	<ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns. 		<ul style="list-style-type: none"> Maths F2: Knowing that there are only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 numerals that follow a pattern. It resets and records after 9. Maths F7: Learning the sequence of place value columns of ones and tens. Maths N9: Identify $\frac{1}{2}$ and $\frac{1}{4}$ within shapes, objects or quantities (e.g. $\frac{1}{2}$ £8, $\frac{1}{4}$ £10). Maths G1 - Recognise and name common 2-D and 3-D shapes [for example, rectangles (including squares), circles and triangles – Cuboid (Cube), cylinder, pyramid, prism].

Understanding the world: Statutory Guidance

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Area of Learning : Understanding the World			
Core strategy for Staff member	Birth to Three	Three and four year olds	Children in Reception
People	<ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people. 	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history. • Show interest in different occupations. • Continue to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
Exploration	<ul style="list-style-type: none"> • Explore and respond to different natural phenomena in their setting and on trips. 	<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live.
Scientific enquiry	<ul style="list-style-type: none"> • Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Explore how things work. • Plant seeds and care for growing plants • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. 	<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.

Links to ELG's and Year 1



Area of Learning : Understanding the World			
Core strategy for Staff member	Children in Reception	Early Learning Goals	Year 1 Curriculum
People	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<p style="background-color: yellow;">Past and Present</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 experiences 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><u>History</u></p> <ol style="list-style-type: none"> 1. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 2. events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 3. the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 4. significant historical events, people and places in their own locality.
Exploration	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live. 	<p style="background-color: yellow;">People, Culture and Communities</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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p><u>PSHE</u> R3. about different types of families including those that may be different to their own</p> <p><u>R.E</u> Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p> <p><u>Geography</u> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>
Scientific enquiry	<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 style="background-color: yellow;">The Natural World</p> <p>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.</p>	<p><u>Science</u></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees. <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies.

Expressive Arts and Design: Statutory Guidance

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Area of Learning : Expressive Arts and Design			
Core strategy for Staff member	Birth to Three	Three and four year olds	Children in Reception
Explore and express	<ul style="list-style-type: none"> Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Make simple models which express their ideas. 	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. 	<ul style="list-style-type: none"> 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. Create collaboratively sharing ideas, resources and skills.
Music and Dance	<ul style="list-style-type: none"> Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 	<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.
Imagination	<ul style="list-style-type: none"> Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Use their imagination as they consider what they can do with different materials. 	<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	<ul style="list-style-type: none"> Develop storylines in their pretend play.

Links to ELG's and Year 1

Area of Learning: Expressive Arts and Design			
Core strategy for Staff member	Children in Reception	Early Learning Goals	Year 1 Curriculum
Explore and express	<ul style="list-style-type: none"> 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. Create collaboratively sharing ideas, resources and skills. 	<p style="background-color: #fff9c4; text-align: center; margin: 0;">Creating with Materials</p> <p>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 style="background-color: #fff9c4; text-align: center; margin: 0;">Being Imaginative and Expressive</p>	<p><u>Art and Design</u></p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Design and Technology</u></p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
Music and Dance	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. 		<p><u>Music</u></p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. <p><u>PE</u></p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns
Imagination	<ul style="list-style-type: none"> Develop storylines in their pretend play. 		<p><u>Writing – Oracy:</u></p> <ul style="list-style-type: none"> All writing should be orally rehearsed before writing, whether through role play or other pedagogical approaches. <p><u>Reading – Oracy</u></p> <ul style="list-style-type: none"> Develop pleasure in reading and motivation to read.