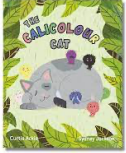
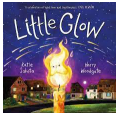



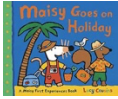


CAEDMON COMMUNITY PRIMARY  
SCHOOL

EYFS CURRICULUM

Updated September 2024

NI

NI	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Class Text						
Theme/Topic	Feelings	Celebrations	Home Sweet Home	Let's Get Growing	Aspirations	We're All Going On A Summer Holiday
National Curriculum Links	PSHE,	RE, Geography	Geography	Science, History	PSHE,	Geography, Science
Caedmon Curriculum Drivers	Healthy Minds & Bodies	Diversity & Inclusivity World Citizens	Diversity & Inclusivity World Citizens	Healthy Minds & Bodies World Citizens	Aspirations & Careers	World Citizens
Special Events	National Poetry Day	Halloween, Dia de los Muertos, Remembrance, Diwali, Christmas, Nursery Rhyme Week, Odd Socks Day, Children in Need	Big Birdwatch, Lunar New Year, National Storytelling Week, Valentine's Day, Pancake Day	World Book Day, International Women's Day, Comic Relief, Mother's Day, Down's Syndrome Awareness Week, Easter	EYFS Job Fair,	Father's Day, Pride, Transition
C & L	<ul style="list-style-type: none"> <li>Listens with interest to the noises adults make when they read stories.</li> <li>Understands who, what, where in simple questions (Who's that? Who can? What's that? Where is?)</li> <li>Uses language to share feelings, experiences and thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>Listens with interest to the noises adults make when they read stories</li> <li>Understands <i>who, what, where</i> in simple questions (e.g. <i>Who's that? Who can? What's that? Where is?</i>)</li> <li>Developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Listens with interest to the noises adults make when they read stories</li> <li>Learns new words very rapidly and is able to use them in communicating</li> <li>Uses a variety of questions (e.g. <i>what, where, who</i>)</li> <li>Uses longer sentences (e.g. <i>Mummy gonna work</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Listens with interest to the noises adults make when they read stories</li> <li>Single channelled attention: can shift to a different task if attention fully obtained - using child's name helps focus.</li> <li>Uses longer sentences (e.g. <i>Mummy gonna work</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Listens with interest to the noises adults make when they read stories</li> <li>Single channelled attention: can shift to a different task if attention fully obtained - using child's name helps focus.</li> <li>Uses longer sentences (e.g. <i>Mummy gonna work</i>)</li> <li>Beginning to use word endings (e.g. <i>going, cats</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Listens with interest to the noises adults make when they read stories.</li> <li>Single channelled attention: can shift to a different task if attention fully obtained - using child's name helps focus.</li> <li>Uses longer sentences (e.g. <i>Mummy gonna work</i>)</li> <li>Beginning to use word endings (e.g. <i>going, cats</i>)</li> </ul>
PSED	<ul style="list-style-type: none"> <li>Shows some understanding that other people have perspectives, ideas and needs</li> </ul>	<ul style="list-style-type: none"> <li>Shows some understanding that other people have perspectives, ideas and</li> </ul>	<ul style="list-style-type: none"> <li>Builds relationships with special people but may show anxiety in</li> </ul>	<ul style="list-style-type: none"> <li>Builds relationships with special people but may show anxiety in the presence of strangers</li> </ul>	<ul style="list-style-type: none"> <li>Shows some understanding that other people have perspectives, ideas and</li> </ul>	<ul style="list-style-type: none"> <li>Shows some understanding that other people have perspectives, ideas and needs</li> </ul>

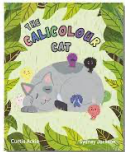
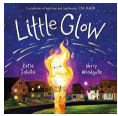



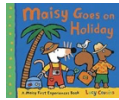
	<p>that are different to theirs, e.g. may turn a book to face you so you can see it.</p> <ul style="list-style-type: none"> <li>• Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling</li> <li>• Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions</li> <li>• Responds to the feelings of others, showing concern and offering comfort</li> <li>• May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions</li> </ul>	<p>needs that are different to theirs, e.g. may turn a book to face you so you can see it</p> <ul style="list-style-type: none"> <li>• Knows their own name, their preferences and interests and is becoming aware of their unique abilities</li> <li>• Is developing an understanding of and interest in differences of gender, ethnicity and ability</li> <li>• Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</li> </ul>	<p>the presence of strangers</p> <ul style="list-style-type: none"> <li>• Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult</li> <li>• Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.</li> <li>• Knows their own name, their preferences and interests and is becoming aware of their unique abilities</li> <li>• Is developing an understanding of and interest in differences of gender, ethnicity and ability</li> <li>• Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset</li> <li>•</li> <li>• Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</li> </ul>	<ul style="list-style-type: none"> <li>• Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like</li> <li>• Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves</li> <li>• Is developing an understanding of and interest in differences of gender, ethnicity and ability</li> <li>• Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</li> </ul>	<p>needs that are different to theirs, e.g. may turn a book to face you so you can see it</p> <ul style="list-style-type: none"> <li>• Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.</li> <li>• Knows their own name, their preferences and interests and is becoming aware of their unique abilities</li> <li>• Is developing an understanding of and interest in differences of gender, ethnicity and ability</li> <li>• Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions</li> <li>• Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves</li> </ul>	<p>that are different to theirs, e.g. may turn a book to face you so you can see it</p> <ul style="list-style-type: none"> <li>• Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.</li> <li>• Knows their own name, their preferences and interests and is becoming aware of their unique abilities</li> <li>• Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions</li> <li>• Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves</li> </ul>
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PD	<ul style="list-style-type: none"> <li>• Sits comfortably on a chair with both feet on the ground.</li> <li>• May be beginning to show preference for dominant hand and/or leg/foot</li> <li>• Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support</li> <li>• Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Sits comfortably on a chair with both feet on the ground.</li> <li>• May be beginning to show preference for dominant hand and/or leg/foot</li> <li>• Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support</li> <li>• Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Sits comfortably on a chair with both feet on the ground.</li> <li>• May be beginning to show preference for dominant hand and/or leg/foot</li> <li>• Begins to walk, run and climb on different levels and surfaces</li> <li>• Climbs up and down stairs by placing both feet on each step while holding a handrail for support</li> <li>• Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</li> <li>• Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet</li> </ul>	<ul style="list-style-type: none"> <li>• Sits comfortably on a chair with both feet on the ground.</li> <li>• May be beginning to show preference for dominant hand and/or leg/foot</li> <li>• Begins to walk, run and climb on different levels and surfaces</li> <li>• Climbs up and down stairs by placing both feet on each step while holding a handrail for support</li> <li>• Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</li> <li>• Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet</li> </ul>	<ul style="list-style-type: none"> <li>• Sits comfortably on a chair with both feet on the ground.</li> <li>• May be beginning to show preference for dominant hand and/or leg/foot</li> <li>• Moves in response to music, or rhythms played on instruments such as drums or shakers</li> <li>• Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</li> <li>• Holds mark-making tools with thumb and all fingers</li> <li>• Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots</li> <li>• Begins to recognise danger and seeks the support and comfort of significant adults</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Sits comfortably on a chair with both feet on the ground.</li> <li>• May be beginning to show preference for dominant hand and/or leg/foot</li> <li>• Moves in response to music, or rhythms played on instruments such as drums or shakers</li> <li>• Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</li> <li>• Holds mark-making tools with thumb and all fingers</li> <li>• Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots</li> <li>• Begins to recognise danger and seeks the support and comfort of significant adults</li> <li>•</li> </ul>
PE	POWER OF PE - Introduction to PE	WINTER CELEBRATIONS - Movement	LITTLE MOVERS	POWER OF PE - MINIBEASTS - Pushing & Throwing	POWER OF PE - AT THE BEACH - Control	MULTI SKILLS
LIT	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles</li> </ul>	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles</li> </ul>	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles</li> <li>• Repeats and uses actions, words or</li> </ul>	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles</li> </ul>	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles</li> </ul>	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles</li> </ul>

	<ul style="list-style-type: none"> <li>Repeats and uses actions, words or phrases from familiar stories</li> <li>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough</li> </ul>	<ul style="list-style-type: none"> <li>Repeats and uses actions, words or phrases from familiar stories</li> <li>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough</li> </ul>	<p>phrases from familiar stories</p> <ul style="list-style-type: none"> <li>Fills in the missing word or phrase in a known rhyme, story or game, e.g. "Humpty Dumpty sat on a ..."</li> <li>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough</li> <li>Distinguishes between the different marks they make</li> </ul>	<ul style="list-style-type: none"> <li>Repeats and uses actions, words or phrases from familiar stories</li> <li>Fills in the missing word or phrase in a known rhyme, story or game, e.g. "Humpty Dumpty sat on a ..."</li> <li>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough</li> <li>Distinguishes between the different marks they make</li> </ul>	<ul style="list-style-type: none"> <li>Repeats and uses actions, words or phrases from familiar stories</li> <li>Fills in the missing word or phrase in a known rhyme, story or game, e.g. "Humpty Dumpty sat on a ..."</li> <li>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough</li> <li>Distinguishes between the different marks they make</li> <li>Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Repeats and uses actions, words or phrases from familiar stories</li> <li>Fills in the missing word or phrase in a known rhyme, story or game, e.g. "Humpty Dumpty sat on a ..."</li> <li>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough</li> <li>Distinguishes between the different marks they make</li> <li>Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</li> </ul>
MA	<ul style="list-style-type: none"> <li>Begins to say numbers in order, some of which are in the right order (ordinality)</li> <li>Begins to remember their way around familiar environments</li> <li>Recognises that two objects have the same shape</li> <li>Beginning to anticipate times of the day such as mealtimes or home time</li> </ul>	<ul style="list-style-type: none"> <li>Begins to say numbers in order, some of which are in the right order (ordinality)</li> <li>Recognises that two objects have the same shape</li> <li>Joins in and anticipates repeated sound and action patterns</li> <li>Beginning to anticipate times of the day such as mealtimes or home time</li> </ul>	<ul style="list-style-type: none"> <li>Explores how things look from different viewpoints including things that are near or far away</li> <li>Responds to some spatial and positional language</li> <li>Makes simple constructions</li> <li>Beginning to anticipate times of the day such as mealtimes or home time</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to compare and recognise changes in numbers of things, using words like <i>more</i>, <i>lots</i> or <i>same</i></li> <li>In everyday situations, takes or gives two or three objects from a group</li> <li>Explores differences in size, length, weight and capacity</li> <li>Beginning to notice numerals (number symbols)</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to compare and recognise changes in numbers of things, using words like <i>more</i>, <i>lots</i> or <i>same</i></li> <li>In everyday situations, takes or gives two or three objects from a group</li> <li>Beginning to notice numerals (number symbols)</li> <li>Beginning to count on their fingers.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to compare and recognise changes in numbers of things, using words like <i>more</i>, <i>lots</i> or <i>same</i></li> <li>In everyday situations, takes or gives two or three objects from a group</li> <li>Beginning to notice numerals (number symbols)</li> <li>Beginning to count on their fingers.</li> </ul>

UW	<ul style="list-style-type: none"> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</li> <li>• Beginning to have their own friends</li> </ul>	<ul style="list-style-type: none"> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others</li> </ul>	<ul style="list-style-type: none"> <li>• Notices detailed features of objects in their environment</li> <li>• Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> <li>• Plays with water to investigate "low technology" such as washing and cleaning</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> <li>• Uses pipes, funnels and other tools to carry/transport water from one place to another</li> </ul>
EAD	<ul style="list-style-type: none"> <li>• Enjoys and responds to playing with colour in a variety of ways, for example combining colours</li> <li>• Uses everyday materials to explore, understand and represent his world - his ideas, interests and fascinations</li> <li>• Begins to make believe by pretending using sounds, movements, words, objects</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in singing songs</li> <li>• Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</li> <li>• Uses 3D and 2D structures to explore materials and/or to express ideas</li> <li>• Enjoys and responds to playing with colour in a variety of ways, for example combining colours</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in singing songs</li> <li>• Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</li> <li>• Uses 3D and 2D structures to explore materials and/or to express ideas</li> <li>• Uses everyday materials to explore, understand and represent his world - his ideas, interests and fascination</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in singing songs</li> <li>• Creates rhythmic sounds and movements</li> <li>• Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</li> <li>•</li> <li>• Uses everyday materials to explore, understand and represent his world - his ideas, interests and fascination</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in singing songs</li> <li>• Creates sounds by rubbing, shaking, tapping, striking or blowing</li> <li>• Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i></li> </ul>	<ul style="list-style-type: none"> <li>• Joins in singing songs</li> <li>• Creates sounds by rubbing, shaking, tapping, striking or blowing</li> <li>• Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i></li> <li>• Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i></li> <li>•</li> </ul>

N2

N2	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Class Text						
Theme/Topic	Feelings	Celebrations	Home Sweet Home	Let's Get Growing	Aspirations	We're All Going On A Summer Holiday
National Curriculum Links	PSHE,	RE, Geography	Geography	Science, History	PSHE,	Geography, Science
Caedmon Curriculum Drivers	Healthy Minds & Bodies	Diversity & Inclusivity World Citizens	Diversity & Inclusivity World Citizens	Healthy Minds & Bodies World Citizens	Aspirations & Careers	World Citizens
Special Events	National Poetry Day	Halloween, Dia de los Muertos, Remembrance, Diwali, Christmas, Nursery Rhyme Week, Odd Socks Day, Children in Need	Big Birdwatch, Lunar New Year, National Storytelling Week, Valentine's Day, Pancake Day	World Book Day, International Women's Day, Comic Relief, Mother's Day, Down's Syndrome Awareness Week, Easter	EYFS Job Fair,	Father's Day, Pride, Transition
C & L	<ul style="list-style-type: none"> <li>Listens to familiar stories with increasing attention and recall</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>Uses talk to explain what is happening and anticipate what might happen next</li> </ul>	<ul style="list-style-type: none"> <li>Listens to familiar stories with increasing attention and recall</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> </ul>	<ul style="list-style-type: none"> <li>Listens to others in one-to-one or small groups, when conversation interests them</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>Focusing attention - can still listen <b>or</b> do, but can change their own focus of attention</li> <li>Shows understanding of prepositions such as <i>under</i>, <i>on top</i>, <i>behind</i> by carrying out an action or selecting correct picture</li> </ul>	<ul style="list-style-type: none"> <li>Listens to others in one-to-one or small groups, when conversation interests them</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>Focusing attention - can still listen <b>or</b> do, but can change their own focus of attention</li> <li>Is able to follow directions (if not intently focused)</li> <li>Responds to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box</i></li> </ul>	<ul style="list-style-type: none"> <li>Listens to others in one-to-one or small groups, when conversation interests them</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>Focusing attention - can still listen <b>or</b> do, but can change their own focus of attention</li> <li>Is able to follow directions (if not intently focused)</li> <li>Beginning to understand <i>why</i> and <i>how</i> questions</li> <li>Responds to instructions with more elements, e.g. <i>Give the big ball to me; collect up all</i></li> </ul>	<ul style="list-style-type: none"> <li>Listens to others in one-to-one or small groups, when conversation interests them</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>Focusing attention - can still listen <b>or</b> do, but can change their own focus of attention</li> <li>Is able to follow directions (if not intently focused)</li> <li>Beginning to understand <i>why</i> and <i>how</i> questions</li> <li>Responds to instructions with more elements, e.g. <i>Give</i></li> </ul>

				<ul style="list-style-type: none"> <li>• Able to use language in recalling past experiences.</li> <li>• Uses talk to explain what is happening and anticipate what might happen next.</li> <li>• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how.</i></li> </ul>	<p><i>the blocks and put them in the box</i></p> <ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>)</li> <li>• Talks more extensively about things that are of particular importance to them.</li> </ul>	<p><i>the big ball to me; collect up all the blocks and put them in the box</i></p> <ul style="list-style-type: none"> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>)</li> <li>• Talks more extensively about things that are of particular importance to them.</li> </ul>
PSED	<ul style="list-style-type: none"> <li>• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</li> <li>• Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</li> <li>• Is sensitive to others' messages of appreciation or criticism</li> <li>• Shows increasing consideration of other people's needs and gradually more impulse control in favourable</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks out companionship with adults and other children, sharing experiences and play ideas</li> <li>• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</li> <li>• Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</li> <li>• Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks out companionship with adults and other children, sharing experiences and play ideas</li> <li>• Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</li> <li>• Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> <li>• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks out companionship with adults and other children, sharing experiences and play ideas</li> <li>• Uses their experiences of adult behaviours to guide their social relationships and interactions</li> <li>• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</li> <li>• Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> <li>• Is becoming more aware of the similarities and differences between themselves and others in</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks out companionship with adults and other children, sharing experiences and play ideas Uses their experiences of adult behaviours to guide their social relationships and interactions</li> <li>• Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</li> <li>• Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> <li>• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks out companionship with adults and other children, sharing experiences and play ideas Uses their experiences of adult behaviours to guide their social relationships and interactions</li> <li>• Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</li> <li>• Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> <li>• Is becoming more aware of the similarities and differences between themselves and others in</li> </ul>

	<ul style="list-style-type: none"> <li>• conditions, e.g. giving up a toy to another who wants it</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• more detailed ways and identifies himself in relation to social groups and to their peers</li> <li>• Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• to social groups and to their peers</li> <li>• Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• more detailed ways and identifies himself in relation to social groups and to their peers</li> <li>• Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</li> <li>• Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</li> <li>•</li> </ul>
PD	<ul style="list-style-type: none"> <li>• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</li> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>• Can tell adults when hungry, full up or tired or when they want to rest, sleep or play</li> </ul>	<ul style="list-style-type: none"> <li>• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</li> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>• Can tell adults when hungry, full up or tired or when they want to rest, sleep or play</li> <li>• Can wash and can dry hands effectively</li> <li>• Gains more bowel and bladder control and can attend to toileting needs</li> </ul>	<ul style="list-style-type: none"> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>• Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</li> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> <li>• Creates lines and circles pivoting from the shoulder and elbow</li> <li>• Can wash and can dry hands effectively and is beginning</li> </ul>	<ul style="list-style-type: none"> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>• Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</li> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> <li>• Creates lines and circles pivoting from the shoulder and elbow</li> <li>• Can grasp and release with two hands to throw and</li> </ul>	<ul style="list-style-type: none"> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>• Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</li> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> <li>• Creates lines and circles pivoting from the shoulder and elbow</li> <li>• Can grasp and release with two hands to throw and catch</li> </ul>	<ul style="list-style-type: none"> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>• Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</li> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> <li>• Creates lines and circles pivoting from the shoulder and elbow</li> <li>• Can grasp and release with two hands to throw and</li> </ul>







	<ul style="list-style-type: none"> <li>• Can wash and can dry hands effectively</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> </ul>	most of the time themselves.	<p>to understand why this is important</p> <ul style="list-style-type: none"> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> </ul>	<p>catch a large ball, beanbag or an object</p> <ul style="list-style-type: none"> <li>• Can name and identify different parts of the body</li> <li>• Can wash and can dry hands effectively and is beginning to understand why this is important</li> <li>• Observes and controls breath, able to take deep breaths, scrunching and releasing the breath</li> </ul>	<p>a large ball, beanbag or an object</p> <ul style="list-style-type: none"> <li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</li> <li>• Can wash and can dry hands effectively and understands why this is important</li> <li>• Observes and controls breath, able to take deep breaths, scrunching and releasing the breath</li> </ul>	<p>catch a large ball, beanbag or an object</p> <ul style="list-style-type: none"> <li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</li> <li>• Can wash and can dry hands effectively and understands why this is important</li> <li>• Observes and controls breath, able to take deep breaths, scrunching and releasing the breath</li> </ul>
PE	POWER OF PE - Introduction to PE	WINTER CELEBRATIONS - Movement	LITTLE MOVERS	POWER OF PE - MINIBEASTS - Pushing & Throwing	POWER OF PE - AT THE BEACH - Control	MULTI SKILLS
LIT	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Begins to develop phonological and phonemic awareness - recognises rhythm in spoken words, song, poems and rhymes</li> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Begins to develop phonological and phonemic awareness -shows awareness of rhyme and alliteration</li> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>• Sometimes gives meaning to their drawings and paintings</li> <li>• Begins to make letter-type shapes to represent</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Begins to develop phonological and phonemic awareness -shows awareness of rhyme and alliteration</li> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>• Increasingly gives meaning to their drawings and paintings</li> <li>• Attempts to write their own name, or other names, using combinations of lines, circles</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Begins to develop phonological and phonemic awareness - claps or taps syllables in words during sound play</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Begins to develop phonological and phonemic awareness - claps or taps syllables in words during sound play -hears and says the initial sounds in words</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Begins to develop phonological and phonemic awareness - hears and says the initial sounds in words</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials,</li> </ul>

	<ul style="list-style-type: none"> <li>• Sometimes gives meaning to their drawings and paintings</li> <li>• Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> </ul>	the initial sound of their name and other familiar words	and curves, or letter-type shapes	<ul style="list-style-type: none"> <li>• Increasingly gives meaning to their drawings and paintings</li> <li>• Attempts to write their own name, or other names, using combinations of lines, circles and curves, or letter-type shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>• Gives meaning to their drawings and paintings</li> <li>• Begins to make letter-type shapes to represent the initial sound of familiar words</li> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>• Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> </ul>	<p>digital screens and environmental print)</p> <ul style="list-style-type: none"> <li>• Gives meaning to their drawings and paintings</li> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>• Begins to make letter-type shapes to represent the initial sound of familiar words</li> <li>• Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> </ul>
MA	<ul style="list-style-type: none"> <li>• May enjoy counting verbally as far as they can go</li> <li>• Uses some number names and number language within play, and may show fascination with large numbers</li> <li>• Counts up to three items, recognising that the last number said represents the total counted so far (cardinal principle)</li> <li>• Beginning to link numerals with</li> </ul>	<p>Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</p> <ul style="list-style-type: none"> <li>• Uses some number names and number language within play, and may show fascination with large numbers</li> <li>• Counts up to three items, recognising that the last number said represents the total counted so far (cardinal principle)</li> <li>• Links numerals with amounts up to 3 and maybe beyond</li> </ul>	<p>Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</p> <ul style="list-style-type: none"> <li>• Uses some number names and number language within play, and may show fascination with large numbers</li> <li>• Begin to recognise numerals 0 to 10</li> <li>• Subitises one, two and three objects (without counting)</li> <li>• Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</li> </ul>	<p>Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</p> <ul style="list-style-type: none"> <li>• Begin to recognise numerals 0 to 10</li> <li>• Subitises one, two and three objects (without counting)</li> <li>• Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</li> <li>• Links numerals with amounts up to 5 and maybe beyond</li> </ul>	<p>Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</p> <ul style="list-style-type: none"> <li>• Recognise most numerals 0 to 10</li> <li>• Subitises up to 5 objects (without counting)</li> <li>• Beginning to counts beyond five items, recognising that the last number said represents the total counted so far (cardinal principle)</li> <li>•</li> <li>• Beginning to link numerals with amounts beyond 5</li> </ul>	<p>Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</p> <ul style="list-style-type: none"> <li>• Recognise numerals 0 to 10</li> <li>• Subitises up to 5 objects (without counting)</li> <li>• Counts up to 10 items, recognising that the last number said represents the total counted so far (cardinal principle)</li> <li>• Links numerals with amounts beyond 5</li> <li>• Using practical resources, can explore how. numbers</li> </ul>

	<p>amounts up to 3 and maybe beyond</p> <ul style="list-style-type: none"> <li>• Responds to both informal language and common shape names</li> <li>• Shows awareness of shape similarities and differences between objects</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses items based on their shape which are appropriate for the child's purpose</li> <li>• Responds to both informal language and common shape names</li> <li>• Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to link numerals with amounts up to 5 and maybe beyond</li> <li>• Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</li> <li>• Responds to and uses language of position and direction</li> <li>• Attempts to create arches and enclosures when building, using trial and improvement to select blocks</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• In guided tasks, begins to recognise, that numbers are made up (composed) of smaller numbers</li> <li>• In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</li> <li>• Recalls a sequence of events in everyday life and stories</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• In guided tasks, begins to recognise, that numbers are made up (composed) of smaller numbers</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> <li>• Attempts to create arches and enclosures when building, using trial and improvement to select blocks</li> <li>•</li> </ul>	<p>are made up (composed) of smaller numbers</p> <ul style="list-style-type: none"> <li>• Separates a group of five or more objects in different ways, beginning to recognise that the total is still the same</li> <li>• Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</li> <li>•</li> </ul>
UW	<ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Remembers and talks about significant events in their own experience</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Enjoys joining in with family customs and routines</li> <li>• Remembers and talks about significant events in their own experience</li> <li>• Recognises and describes special times or events for family or friends</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</li> <li>• Knows that information can be retrieved from digital devices and the internet</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience</li> <li>• Recognises and describes special times or events for family or friends</li> <li>• 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</li> <li>• Developing an understanding of growth, decay and changes over time</li> <li>• Shows care and concern for living things and the environment</li> <li>• Begin to understand the effect their behaviour can have on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Shows interest in different occupations and ways of life indoors and outdoors</li> <li>• 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</li> <li>• Talks about why things happen and how things work</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Enjoys joining in with family customs and routines</li> <li>• Remembers and talks about significant events in their own experience</li> <li>• Recognises and describes special times or events for family or friends</li> <li>• Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support</li> <li>• Knows that information can be retrieved from digital devices and the internet</li> </ul>

EAD	<ul style="list-style-type: none"> <li>● Continues to explore colour and how colours can be changed</li> <li>● Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> <li>● Enjoys joining in with moving, dancing and ring games</li> </ul>	<ul style="list-style-type: none"> <li>● Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>● Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> </ul>	<ul style="list-style-type: none"> <li>● Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>● Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> <li>● Beginning to create drawings with clear representations of people and places to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>● Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>● Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> <li>● Continues to develop drawing skills with increasingly clear representations of people and places to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>● Taps out simple repeated rhythms</li> <li>● Develops an understanding of how to create and use sounds intentionally</li> <li>● Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>● Creates sounds, movements, drawings to accompany stories</li> <li>● Produces drawings with clear representations of people and places to represent ideas</li> <li>● Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> <li>● Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</li> </ul>	<ul style="list-style-type: none"> <li>● Taps out simple repeated rhythms</li> <li>● Develops an understanding of how to create and use sounds intentionally</li> <li>● Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>● Produces drawings with clear representations of people and places to represent ideas and begins to add increasing detail.</li> <li>● Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</li> </ul>

RECEPTION

REC	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Class Text						
Theme/Topic	Feelings	Celebrations	Home Sweet Home	Let's Get Growing	Aspirations	We're All Going On A Summer Holiday
National Curriculum Links	PSHE,	RE, Geography	Geography	Science, History	PSHE,	Geography, Science
Caedmon Curriculum Drivers	Healthy Minds & Bodies	Diversity & Inclusivity World Citizens	Diversity & Inclusivity World Citizens	Healthy Minds & Bodies World Citizens	Aspirations & Careers	World Citizens
Special Events	National Poetry Day	Halloween, Dia de los Muertos, Remembrance, Diwali, Christmas, Nursery Rhyme Week, Odd Socks Day, Children in Need	Big Birdwatch, Lunar New Year, National Storytelling Week, Valentine's Day, Pancake Day	World Book Day, International Women's Day, Comic Relief, Mother's Day, Down's Syndrome Awareness Week, Easter	EYFS Job Fair,	Father's Day, Pride, Transition
C & L	<ul style="list-style-type: none"> <li>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</li> <li>Beginning to understand humour, e.g. nonsense rhymes, jokes</li> <li>Listens and responds to ideas expressed by others in conversation or discussion</li> <li>Begins to understand questions such as <i>who</i>; <i>why</i>; <i>when</i>; <i>where</i> and <i>how</i></li> <li>Uses language to imagine and recreate</li> </ul>	<ul style="list-style-type: none"> <li>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</li> <li>Beginning to understand humour, e.g. nonsense rhymes, jokes</li> <li>Listens and responds to ideas expressed by others in conversation or discussion</li> <li>Begins to understand questions such as <i>who</i>; <i>why</i>; <i>when</i>; <i>where</i> and <i>how</i></li> <li>Uses language to imagine and recreate roles and</li> </ul>	<ul style="list-style-type: none"> <li>May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</li> <li>Beginning to understand a range of complex sentence structures including negatives, plurals and tense markers</li> <li>Beginning to understand humour, e.g. nonsense rhymes, jokes</li> <li>Listens and responds to ideas expressed by others in conversation or discussion</li> <li>Understands questions such as <i>who</i>; <i>why</i>; <i>when</i>; <i>where</i> and <i>how</i></li> </ul>	<ul style="list-style-type: none"> <li>May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</li> <li>Continues to develop ability to understand complex sentence structures including negatives, plurals and tense markers</li> <li>Beginning to understand humour, e.g. nonsense rhymes, jokes</li> <li>Beginning to be able to follow a story without pictures or props</li> </ul>	<ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>Increasingly able to understand a range of complex sentence structures including negatives, plurals and tense markers</li> <li>Beginning to understand humour, e.g. nonsense rhymes, jokes</li> <li>Increasingly able to follow a story without pictures or props</li> <li>Listens and responds to ideas expressed by others in conversation or discussion</li> <li>Increasingly able to answer <i>who</i>; <i>why</i>; <i>when</i>; <i>where</i> and <i>how</i> questions</li> <li>Extends vocabulary, especially by grouping and naming, exploring</li> </ul>	<ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>Understands a range of complex sentence structures including negatives, plurals and tense markers</li> <li>Beginning to understand humour, e.g. nonsense rhymes, jokes</li> <li>Able to follow a story without pictures or props</li> <li>Listens and responds to ideas expressed by others in conversation or discussion</li> </ul>

	<p>roles and experiences in play situations</p> <ul style="list-style-type: none"> <li>• Links statements and sticks to a main theme or intention</li> <li>• Introduces a story or narrative into their play</li> </ul>	<p>experiences in play situations</p> <ul style="list-style-type: none"> <li>• Links statements and sticks to a main theme or intention</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Introduces a storyline or narrative into their play</li> </ul>	<ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Links statements and sticks to a main theme or intention</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> </ul>	<ul style="list-style-type: none"> <li>• Listens and responds to ideas expressed by others in conversation or discussion</li> <li>• Understands questions such as <i>who; why; when; where</i> and <i>how</i></li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Links statements and sticks to a main theme or intention</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> </ul>	<p>the meaning and sounds of new words</p> <ul style="list-style-type: none"> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Links statements and sticks to a main theme or intention</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> </ul>	<ul style="list-style-type: none"> <li>• Able to answer <i>who; why; when; where</i> and <i>how</i> questions</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> <li>• Links statements and sticks to a main theme or intention</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> </ul>
PSED	<ul style="list-style-type: none"> <li>• Has a clear idea about what they want to do in their play and how they want to go about it</li> <li>• Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</li> <li>• Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>• Has a clear idea about what they want to do in their play and how they want to go about it</li> <li>• Recognises that they belong to different communities and social groups and communicates freely about own home and community</li> <li>• Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Has a clear idea about what they want to do in their play and how they want to go about it</li> <li>• Understands their own and other people's feelings, offering empathy and comfort</li> <li>• Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> <li>• Is increasingly flexible and cooperative as they are more able to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Has a clear idea about what they want to do in their play and how they want to go about it</li> <li>• Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> <li>• Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</li> </ul>	<ul style="list-style-type: none"> <li>• Has a clear idea about what they want to do in their play and how they want to go about it</li> <li>• Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</li> <li>• Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</li> <li>• Seeks ways to manage conflict, for example through</li> </ul>	<ul style="list-style-type: none"> <li>• Has a clear idea about what they want to do in their play and how they want to go about it</li> <li>• Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</li> <li>• Is aware of behavioural expectations and sensitive to ideas of justice and fairness</li> <li>• Seeks ways to manage conflict, for example through holding back,</li> </ul>

	<ul style="list-style-type: none"> <li>• Talks about their own and others' feelings and behaviour and its consequences</li> <li>• Is aware of behavioural expectations and sensitive to ideas of justice and fairness</li> </ul>	<ul style="list-style-type: none"> <li>• Understands their own and other people's feelings, offering empathy and comfort</li> <li>• Is aware of behavioural expectations and sensitive to ideas of justice and fairness</li> <li>•</li> </ul>	<p>other people's needs, wants and behaviours</p> <ul style="list-style-type: none"> <li>• Is aware of behavioural expectations and sensitive to ideas of justice and fairness</li> </ul>	<ul style="list-style-type: none"> <li>• Is aware of behavioural expectations and sensitive to ideas of justice and fairness</li> </ul>	<p>holding back, sharing, negotiation and compromise</p> <ul style="list-style-type: none"> <li>• Is aware of behavioural expectations and sensitive to ideas of justice and fairness</li> </ul>	<p>sharing, negotiation and compromise</p>
PD	<ul style="list-style-type: none"> <li>• Developing ability to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>• Begins to form recognisable letters independently</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>• Forms a wider range of recognisable letters independently</li> <li>• Uses anticlockwise movement and retrace vertical lines with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to be able to negotiate space and obstacles safely, with consideration for others</li> <li>• Uses a pencil with increasing control in preparation for fluent writing - developing a tripod grip</li> <li>• Begins to show a preference for a dominant hand</li> <li>• Uses anticlockwise movement and retrace vertical lines with confidence</li> <li>• Able to write the letters learned in ReadWriteInc</li> <li>• Developing pencil control to write captions</li> <li>• Uses anticlockwise movement and retrace vertical lines with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Increasingly able to negotiate space and obstacles safely, with consideration for others;</li> <li>• Shows increasing accuracy and care when drawing</li> <li>• Uses pencils and tools with a preference for their dominant hand</li> <li>• Increasingly good pencil control to write simple sentences</li> <li>• Able to write all letters with good coordination and increasing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Successfully negotiates space and obstacles safely, with consideration for others</li> <li>• Shows increasing accuracy and care when drawing</li> <li>• Uses pencils and tools with a preference for their dominant hand</li> <li>• Able to write simple sentences with good pencil control and coordination.</li> <li>• Able to write all letters with good coordination and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Successfully negotiates space and obstacles safely, with consideration for others;</li> <li>• Hold a pencils effectively in preparation for fluent writing - using the tripod grip in almost all cases;</li> <li>• Able to write increasing number of simple sentences with good pencil control and coordination.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing</li> </ul>
PE	POWER OF PE - AUTUMN	NUFC FOOTBALL	LITTLE MOVERS	NUFC FOOTBALL	POWER OF PE - UNDERDXR THE SEA	NUFC FOOTBALL
LIT Also see RWI	<ul style="list-style-type: none"> <li>• Enjoys an increasing range of print and digital books</li> <li>• Uses vocabulary and forms of speech that</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys an increasing range of print and digital books</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys an increasing range of print and digital books</li> <li>• Uses vocabulary and forms of speech that are increasingly</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys an increasing range of print and digital books</li> <li>• Uses vocabulary and forms of speech that are</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys an increasing range of print and digital books</li> <li>• Uses vocabulary and forms of speech that are increasingly</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys an increasing range of print and digital books</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by</li> </ul>

<p>progression document.</p>	<p>are increasingly influenced by their experiences of reading</p> <ul style="list-style-type: none"> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> <li>• Describes main story settings, events and principal characters in increasing detail</li> <li>• Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc</li> <li>• Begins to develop phonological and phonemic awareness</li> </ul> <p>- Hears and says the initial sound in words</p> <p>- Starts to link sounds to letters, naming and sounding the letters of the alphabet</p> <ul style="list-style-type: none"> <li>• Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>• Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the</li> </ul>	<p>their experiences of reading</p> <ul style="list-style-type: none"> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> <li>• Describes main story settings, events and principal characters in increasing detail</li> <li>• Begins to develop phonological and phonemic awareness</li> </ul> <p>- Hears and says the initial sound in words</p> <p>- Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <ul style="list-style-type: none"> <li>• Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> <li>• Continues to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> </ul>	<p>influenced by their experiences of reading</p> <ul style="list-style-type: none"> <li>• Describes main story settings, events and principal characters in increasing detail</li> <li>• Re-enacts and reinvents stories they have heard in their play</li> <li>• Begins to develop phonological and phonemic awareness</li> </ul> <p>- Hears and says the initial sound in words</p> <p>- Can segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>- Begins to link sounds to some frequently used digraphs, e.g. <i>sh, th, ee</i></p> <ul style="list-style-type: none"> <li>• Developing confidence in breaking the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> <li>• Increasingly confident in using phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> </ul>	<p>increasingly influenced by their experiences of reading</p> <ul style="list-style-type: none"> <li>• Describes main story settings, events and principal characters in increasing detail</li> <li>• Re-enacts and reinvents stories they have heard in their play</li> <li>• Further develops phonological and phonemic awareness</li> </ul> <p>- Can segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>- Increasingly confident in linking sounds to some frequently used digraphs e.g. <i>sh, th, ee</i></p> <ul style="list-style-type: none"> <li>• Increasingly confident to break the flow of speech into words, to hear and say the initial sound in words and begins to segment the sounds in words and blend them together</li> <li>• Increasingly confident in using phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> </ul>	<p>influenced by their experiences of reading</p> <ul style="list-style-type: none"> <li>• Enjoys an increasing range of print and digital books, both fiction and non-fiction</li> <li>• Re-enacts and reinvents stories they have heard in their play</li> <li>• Further develops phonological and phonemic awareness</li> </ul> <p>- Can segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>- Link sounds to some frequently used digraphs e.g. <i>sh, th, ee</i></p> <ul style="list-style-type: none"> <li>• Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</li> <li>• Confidently breaks the flow of speech into words, to hear and say the initial sound in words and begins to segment the sounds in words and blend them together</li> <li>• Confidently uses phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> </ul>	<p>their experiences of reading</p> <ul style="list-style-type: none"> <li>• Enjoys an increasing range of print and digital books, both fiction and non-fiction</li> <li>• Re-enacts and reinvents stories they have heard in their play</li> <li>• Further develops phonological and phonemic awareness</li> </ul> <p>- Can segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>- Confidently links sounds to some frequently used digraphs e.g. <i>sh, th, ee</i></p> <ul style="list-style-type: none"> <li>• Reads a range of high frequency words, and uses knowledge of letters and sounds to read simple phonically decodable words and simple sentences</li> <li>• Confidently breaks the flow of speech into words, hears and says the initial sound in words and can segment the sounds in words and blend them together</li> <li>• Confidently uses phonic knowledge by linking sounds to letters, naming and sounding some of the</li> </ul>
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	<p>alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <ul style="list-style-type: none"> <li>• Uses their developing phonic knowledge to write things such as labels</li> </ul>	<ul style="list-style-type: none"> <li>• Uses their developing phonic knowledge to write things such as labels with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Uses their developing phonic knowledge to write captions</li> </ul>	<ul style="list-style-type: none"> <li>• Uses their developing phonic knowledge to write captions and begin to write simple sentences with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Uses their developing phonic knowledge to write captions and write simple sentences with increasing confidence</li> </ul>	<p>letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <ul style="list-style-type: none"> <li>• Uses their developing phonic knowledge to write captions and write simple sentences with increasing confidence</li> </ul>
MA	<ul style="list-style-type: none"> <li>• Enjoys reciting numbers from 0 to 10</li> <li>• Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> <li>• Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies</li> <li>• Begins to conceptually subitise to 5 by subitising smaller groups within the number, e.g. sees five raisins on a plate as three and two</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys reciting numbers from 0 to 10</li> <li>• Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> <li>• Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies</li> <li>• Can conceptually subitise to 5 by subitising smaller groups within the number, e.g. sees five raisins on a plate as three and two</li> <li>• Uses informal language and analogies, (e.g. <i>heart-shaped and hand-shaped leaves</i>), as well as mathematical terms to describe shapes</li> <li>• Enjoys composing and decomposing shapes,</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys reciting numbers from 0 to 15</li> <li>• Recite numbers backwards (10 to 0)</li> <li>• Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+"</li> <li>• Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</li> <li>• Begins to conceptually subitise numbers beyond 5 by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</li> <li>• May enjoy making simple maps of familiar and imaginative environments, with landmarks</li> <li>• Begin to explore doubling in practical contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys reciting numbers from 0 to 15</li> <li>• Recite numbers backwards (10 to 0)</li> <li>• Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+"</li> <li>• Can conceptually subitise numbers beyond 5 by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</li> <li>• Estimates of numbers of things, showing understanding of relative size</li> <li>• Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li> <li>• Becomes familiar with measuring tools in everyday experiences and play</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys reciting numbers from 0 to 20</li> <li>• Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"</li> <li>• Begins to conceptually subitise numbers to 10 by subitising smaller groups within the number.</li> <li>• Uses number names and symbols when comparing numbers, showing interest in large numbers</li> <li>• Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li> <li>• Recalls number bonds to 5 and begins to identify number binds to make 10.</li> <li>• Begin to explore halving amounts,</li> <li>• Explore patterns in evens and odds to 10</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys reciting numbers from 0 to 20</li> <li>• Confidently explores and works out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"</li> <li>• Can conceptually subitise numbers to 10 by subitising smaller groups within the number</li> <li>• Uses number names and symbols when comparing numbers, showing interest in large numbers</li> <li>• Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li> <li>• Confidently recall number bonds to 5 and binds to 10 with increasing confidence.</li> </ul>

		<p>learning which shapes combine to make other shapes</p> <ul style="list-style-type: none"> <li>• Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</li> </ul>	<ul style="list-style-type: none"> <li>• Using practical resources (play dough, paper, cubes), begin to explore halving.</li> </ul>	<ul style="list-style-type: none"> <li>• Counts out up to 10 objects from a larger group</li> <li>• Begins to identify numbers bonds to make 5.</li> <li>• Confidently use practical resources to double an amount.</li> </ul>		<ul style="list-style-type: none"> <li>• Explore sharing of an amount into equal parts.</li> </ul>
UW	<ul style="list-style-type: none"> <li>• Knows that other children do not always enjoy the same things, and is sensitive to this</li> <li>• Uses ICT hardware to interact with age-appropriate computer software</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines</li> <li>• Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Knows about similarities and differences in relation to places, objects, materials and living things</li> <li>• Talks about the features of their own immediate environment and how environments might vary from one another</li> <li>• Uses ICT hardware to interact with age-appropriate computer software</li> </ul>	<ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change in nature</li> <li>• Knows about similarities and differences in relation to places, objects, materials and living things</li> <li>• Makes observations of animals and plants and explains why some things occur, and talks about changes</li> </ul>	<ul style="list-style-type: none"> <li>• Knows that other children do not always enjoy the same things, and is sensitive to this</li> <li>• Develops digital literacy skills by being able to access, understand and interact with a range of technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines</li> <li>• Talks about past and present events in their own life and in the lives of family members</li> <li>• Looks closely at similarities, differences, patterns and change in nature</li> <li>• Talks about the features of their own immediate environment and how environments might vary from one another</li> <li>• Can create content such as a video recording, stories, and/or draw a picture on screen</li> </ul>
EAD	<ul style="list-style-type: none"> <li>• Begins to build a collection of songs and dances</li> <li>• Develops their own ideas through experimentation with diverse materials, e.g. loose parts,</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to build a collection of songs and dances</li> <li>• Develops their own ideas through experimentation with diverse materials, e.g. loose parts, watercolours, poster paints, to express</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to build a collection of songs and dances</li> <li>• Develops their own ideas through experimentation with diverse materials, e.g. watercolours, powder paint, to express and communicate</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to build a collection of songs and dances</li> <li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, pastels, to express and communicate their</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to build a collection of songs and dances</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to build a collection of songs and dances</li> <li>• 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</li> </ul>

	<p>watercolours, to express and communicate their discoveries and understanding.</p> <ul style="list-style-type: none"> <li>• Introduces a storyline or narrative into their play</li> <li>• Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</li> </ul>	<p>and communicate their discoveries and understanding.</p> <ul style="list-style-type: none"> <li>• Introduces a storyline or narrative into their play</li> <li>• Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</li> </ul>	<p>their discoveries and understanding.</p> <ul style="list-style-type: none"> <li>• Introduces a storyline or narrative into their play</li> <li>• Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</li> </ul>	<p>discoveries and understanding.</p> <ul style="list-style-type: none"> <li>• Introduces a storyline or narrative into their play</li> <li>• Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Introduces a storyline or narrative into their play</li> <li>• Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Introduces a storyline or narrative into their play</li> <li>• Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</li> </ul>
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