

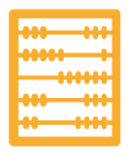


Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes – and possible enquiry question	All about me ‘Wonderful Me’ <i>Why am I special?</i> All about me, Families, people who help us, Local Library	Castles ‘Knights and Dragons’ <i>How are different houses built?</i> Harvest, Diwali Bonfire Night, Christmas	Traditional Stories ‘Once Upon a Time’ <i>What is the sequence of the story and can we predict a different ending?</i> Winter, Chinese New Year	Animals ‘On the Farm’ <i>How do we look after animals?</i> Pancake Day, Easter, Nature, Growth, Life cycles of farm animals, Habitats	Minibeasts ‘Creepy Crawlies’ <i>‘How do minibeasts help our garden?’</i> Life cycles of Frog/butterfly, plants Planting/Gardening, Habitats	Water ‘Splash’ Past, Present and Future Hot places, Rockpools Seaside,
Key vocabulary	family, baby, toddler, child, teenager adult, elderly person, older, younger, home, taste, sight, smell, touch, feel, touch, friend, happy, sad, angry, surprised. Main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth). Continent, Europe, Asia, Africa, North America, South America, Australasia, Antarctica, Southern, country, United Kingdom, England, Wales, Northern Ireland, Scotland, season, weather, city, town.	Castle, palace, moat, dungeon, turrets, knight, prince, princess, dragon, sword, shield, flame, enemy, flag, armour, Past, future, now, history, present, historical, century, timeline, change. The names of materials and properties such as: hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent, opaque/transparent Colour, pattern, texture, line, shape, form, space, primary colours, thin, thick, light, dark, strong, soft, hard, narrow, fine, pattern, line, shape, light, dark, bright, dull colourful, sculpture, model, fold, bend, attach, texture, fabric, sew, weave, collage, layers	Story, character, once upon a time, kingdom, forest, castle, fairytale, happily ever after, setting, hero, villain, Past, future, now, history, present, historical, century, timeline, change. Join, make, build, fix, combine, construct, attach, explore, texture, change, adapt. Narrative, storyline, act, performance, stage, costumes, characters, parts	Farm, barn, farmhouse, field, farmer, tractor, haystack, straw bale, pond, gate, trailer, combine harvester, horse, cow, goose, duck, lamb, cockerel, hen, sheep, goat, donkey, pig, dog, cat, wool, butter, cheese, eggs, milk, cattle grid, milk churn, grain, grass, crops, soil, mud, dig, food graze, sheepdog, donkey, grow crops, vegetables, wheat, grain, seeds, corns, hay, stables, pens, spring, harvest, machine, watering can, spade, shovel, rake. Common names of some reptiles, birds and mammals, including those that are kept as pets. Habitat, environment. Sing, perform, music, tone, pitch, pace, song, tune, rhythm, loud, quiet, soft,	Habitat, microhabitat, nectar, home, shelter, food, water, creatures, camouflage, protect, predators, Worm, ant, ladybird, snail, spider, woodlouse, butterfly wasp, bee, plants, shrubs, branches, flowers, sky, mud, soil, grass, stones, leaves, rocks, water, egg, beehive, spider web, bushes, ant hill, underground, feeling vibrations, blend, surroundings, tree stumps, base of tree, hibernate, crawl. Common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).	Rain, puddle, boat, bucket, tap, tip, bottle, paddling-pool, wellies, wet, bubbles, melt, scoop, drip drop, hot, pour, splash, spray, mix, soapy, cold, river, sea, gutter, hose, pipe, funnel, spout, jug, watering can, tube, waterwheel, bubble-wand, soak, flow, drench, squirt, freeze, cool float, sink, trickle, measure, froth, splish, splosh, spill, more, less, empty, full, half-full, condensation moisture, volume, capacity, filter, absorb, evaporate, dissolve, Ocean, Pacific, Atlantic, Indian, Arctic, beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, Common names of some fish, amphibians.
Key and Familiar texts	My Mum and Dad Make Me Laugh - Nick Sharratt Owl Babies -Martin Waddell Funny Bones - Allan Ahlberg · Janet Ahlberg It’s My Birthday - Helen Oxenbury	Princess Smartypants - Babette Cole Meg’s Castle - Helen Nicoll George & the Dragon - Christopher Wormell Spark in the sky/Best Diwali ever How to Catch a Dragon - Caryl Hart Stickman – Julia Donaldson Jolly Postmas – Janet Ahlberg	The Princess and The Pea The ginormous Turnip Jack and the Beanstalk The Gingerbread Man Goldilocks Chinese New Year	Farmer Duck We’re Going On a Bear Hunt What the Ladybird Heard 3 little pigs Rosie’s Walk	The Very Hungry Caterpillar Mad about Minibeasts Erol’s Garden Lifesize Creepy crawlies Superworm	Snail and the Whale The Rainbow Fish Shark in the Park Sharing a Shell The tiger who came to Tea- Summer tea party Handa’s surprise - Healthy eating week
Communication and Language 	<i>Understand how to listen carefully and why listening is important.</i> <i>Engage in story times</i> , rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. <i>Understand ‘why’ questions.</i> <i>Use sentences 4-6 words.</i> <i>Use talk to organise play.</i> <i>Develop social phrases such as ‘good morning’ and ‘how are you?’</i>	Listen in familiar & new situations. <i>Engage in story times.</i> Maintain attention in new situations. <i>Ask questions to find out more and to check they understand what has been said to them.</i> Follow <i>instructions with 2 parts</i> in a familiar situation. <i>Start a conversation with peers and familiar adults and continue for many turns.</i> <i>Continue to develop social phrases</i>	Listen attentively in a range of situations. Maintain attention during appropriate activity. <i>Engage in non-fiction books.</i> Consider the listener and take turns. <i>Use talk to organise/stand for something else in play.</i> Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. <i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i> <i>Ask questions to find out more and check understanding.</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</i> <i>Begin to connect one idea or action to another using a range of connectives.</i> Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. <i>Describe events in some detail.</i> Express ideas about feelings and experiences. <i>Articulate their ideas and thoughts in well-formed sentences.</i> Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. <i>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i> Speak in well-formed sentences with some detail. <i>Use new vocabulary in different contexts.</i> Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	<i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i>	<i>Listen carefully to rhymes and songs, paying attention to how they sound.</i> <i>Learn rhymes, poems, and songs.</i>	<i>Use new vocabulary in different contexts</i> <i>Listen to and talk about stories to build familiarity and understanding.</i>			

Personal, Social and Emotional Development Self-regulation 	<u>Being Me in My World</u> Feeling special and safe Being part of a class & increasingly follow rules. Rights and responsibilities Rewards and feeling proud. Consequences Owning the Learning Charter Can talk about feelings using words such as ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Welcome distractions when upset. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	<u>Celebrating Difference</u> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone Beginning to express their feelings and consider the perspectives of others. Continue to build constructive and respectful relationships. I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	<u>Dreams and Goals</u> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success. I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	<u>Healthy Me</u> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy	<u>Relationships</u> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	<u>Changing Me</u> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.
Religious Education	Unit1: God/ Creation – ‘Why is the word ‘God’ so important to Christians?’	Unit2: Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?)	Unit 3: Being special: Where do we belong? The learning is thematic, focusing on Christianity, Hindu Dharma and Islam.	Unit 4: Why do Christians put a cross on their Easter Garden? (Why is Easter special to Christians)	Unit 5: Which places are special and why? Focus is on special places for Muslims and Christians. Pupils reflect upon places that are special in their own lives	Unit 6: Which stories are special and why? Pupils will encounter stories from different religious worldviews and find out about why these might be special to a believer.
Physical Development  Real PE Focus	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Literacy 	Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos.	Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books	Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.	Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar

	Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.			Innovate a well-known story with support.	Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	words and phrases in a story that is read aloud to them.
Literacy	Word Reading: Hear general sound discrimination and be able to orally blend and segment.	Word Reading: 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 a few common exception words matched to the school’s phonic programme.	Word Reading: 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 a few common exception words matched to the school’s phonic programme.	Word Reading: 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.	Word Reading: 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.	Word Reading: Read some tricky words e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
Phonics	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge. Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. Little Wandle Phase 2 graphemes: s a t p l n d g o c k c k e u r h b f l Tricky words: is, I, the Write graphemes when they hear them, using a sound mat or sound wall for support if needed.	Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Little Wandle Phase 2 graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk Tricky words: put* pull* full* as and has his her go no to into she push* he of we me be Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	Consolidate skills as in Autumn 2. Blend and segment known sounds for reading and spelling VC, CVC, CVCC Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed. Little Wandle Phase 3 graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff longer words Tricky words: was you they my by all are sure pure	Consolidate skills. Little Wandle Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear er air words with double letters longer words, words with two or more digraphs, longer words, words ending in –ing, compound words, words with s in the middle /z/ s, words ending –s, words with –es at end /z/ Tricky words: review all taught so far, Secure spelling Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	Consolidate Autumn/Spring skills Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge. Little Wandle Phase 4: short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC, longer words, compound words, root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Phase 4 words ending in: –s /s/, –s /z/, –es longer words Tricky words: Review all taught so far, Secure spelling Write longer sentences using phonic knowledge using taught digraphs.	Consolidate all previous taught phonics skills. Little Wandle Phase 4: long vowel sounds CVCC, CCVC, CCVC, CCCVC, CCV, CCVCC, Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es Longer words root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Phase 4 words ending in: –s /s/, –s /z/, –es longer words Tricky words: Review all taught so far, Secure spelling Write longer sentences using phonic knowledge using taught digraphs.
Literacy	Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Composition: Use talk to organise describe events and experiences. Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name. Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.	Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes. Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	Emergent writing: Build words using letter sounds in writing. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Composition: Write a simple sentence with capital letter and a full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)

Mathematics 	Number: Develop fast recognition of up to 3 objects, without having to count them (subitising). Show ‘finger numbers’ up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5.		Number: Begin to subitise (recognise quantities without counting) up to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals.		Number: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Pattern: Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: ‘more than’, ‘fewer than’. Compare objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next.		Numerical Pattern: Count verbally beyond 10. Understand the ‘one more/one less than’ relationship between consecutive numbers to 10 Positional language: describe a familiar route, using words such as ‘in front of’ and ‘behind’. Compare numbers using appropriate vocabulary such as ‘more than’ ‘less than’, ‘equal to’. Begin to identify evens and odds to 10. Begin to recall double facts to 10. Begin to share quantities between 2 and 3 people to 10. Talk about patterns in environment and continue copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes.		Numerical Pattern: 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.
Understanding the World 	Past and Present Begin to make sense of their own life story and family’s history.	Past and Present Comment on images of familiar situations in the past.	Past and Present Compare and contrast characters from stories including figures from the past.		Past and Present Talk about the lives of the people around them and their roles in society.4 Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling
	People, Culture and Communities Talk about members of their immediate family and community. Name and describe people who are familiar to them.	People, Culture and Communities Recognise that people have different beliefs and celebrate special times in different ways.	People, Culture and Communities Show interest in different occupations. Continue developing positive attitudes about the differences between people. Draw information from a simple map.	People, Culture and Communities Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.	People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
	The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.	The Natural World Use all their senses in hands on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.	The Natural World Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Recognise some environments that are different to the one in which they live.	The Natural World Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary.	The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Expressive Arts and Design 	Creating with materials Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a part. Show different emotions in their drawings. Explore colour and colour mixing.	Creating with materials Take part in simple pretend play, using an object to represent something else even though they are not similar. Use drawing to represent ideas like movement or loud noises	Creating with materials Develop own ideas and 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.	Creating with materials Create collaboratively sharing ideas, resources and skills. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Develop storylines in their pretend play.	Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.	
	Charanga Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers Develop storylines in their pretend play.	Charanga Songs: I’m A Little Teapot The Grand Old Duke of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song Sing in a group or on their own, increasingly matching the pitch and following the melody.	Charanga Songs: Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Charanga Songs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey Create collaboratively sharing ideas, resources, and skills.	Charanga Songs: Big Bear Funk Listen attentively, move to, and talk about music, expressing their feelings and responses.	Charanga Songs Reflect, Rewind & Replay: Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat Watch and talk about dance and performance art, expressing their feelings and responses.
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings					
	Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.					