

Northway Community Primary School EYFS LTP Curriculum overview

The **prime areas**:

- communication and language
- physical development
- personal, social and emotional development

The **specific areas**:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Communication and language	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<p>*Listening, Attention and Understanding</p>	<p>Sing a large repertoire of songs.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Know many rhymes, be able to talk about familiar books.</p>	<p>Sing a large repertoire of songs.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Sing a large repertoire of songs.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Learn new vocabulary.</p> <p>Learn rhymes, poems and songs.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Engage in storytimes.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Learn new vocabulary.</p> <p>Learn rhymes, poems and songs.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p>	<p>Learn new vocabulary.</p> <p>Learn rhymes, poems and songs.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p>

						Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
*Speaking	<p>Use a wider range of vocabulary.</p> <p>When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Use a wider range of vocabulary.</p> <p>When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use longer sentences of four to six words.</p>	<p>Use a wider range of vocabulary.</p> <p>When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.</p> <p>May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Use longer sentences of four to six words.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Use new vocabulary through the day.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Develop social phrases.</p>	<p>Use new vocabulary through the day.</p> <p>Use new vocabulary in different contexts.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p>	<p>Use new vocabulary through the day.</p> <p>Use new vocabulary in different contexts.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with</p>

						modelling and support from their teacher.
Literacy	Nursery			Reception		
*Comprehension		Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.	Engage in storytimes. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listen to and talk about stories to build familiarity and understanding. ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate - where appropriate - key events in stories;	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate - where appropriate - key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
*Word reading	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book page sequencing	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book page sequencing	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book page sequencing	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ELG: Read words consistent with their phonic knowledge by sound-blending;	ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

		<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - <u>spot and suggest rhymes</u> - <u>count or clap syllables in a word</u> - recognise words with the same initial sound, such as money and mother 	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - <u>recognise words with the same initial sound, such as money and mother</u> 			
*Writing		<p>Write some of their name.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some or all of letters accurately.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>ELG: Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Form lower-case and capital letters correctly.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>

Maths	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
*Number	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Show 'finger numbers' up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a how many there are in total ('cardinal principle').</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Show 'finger numbers' up to 5.</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Explore the composition of numbers to 10.</p>	<p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-10.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5;</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
Shape space and measure (Non statutory)	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical	Describe a familiar route.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.	Compare length, weight and capacity.

	<p>language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Make comparisons between objects relating to <u>size</u>, <u>length</u>, weight and capacity</p> <p>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p>	<p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, <u>weight and capacity</u>.</p>	<p>language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p>	<p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>		
*Numerical Patterns	<p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Extend and create ABAB patterns - stick, leaf, stick, leaf.</p>	<p>Notice and correct an error in a repeating pattern.</p>	<p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p>	<p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

Physical Development	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Gross Motor Skills	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> -rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>Combine different movements with ease and fluency.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> -lining up and queuing -mealtimes -personal hygiene <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine 	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

					- being a safe pedestrian	
ELG: Fine Motor Skills	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>ELG: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</p>	<p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p>

PSED	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Self-Regulation	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Become more outgoing with unfamiliar people, in the safe context of their setting.	Develop appropriate ways of being assertive.	Identify and moderate their own feelings socially and emotionally.	<p>Think about the perspectives of others.</p> <p>ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p>

						Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	<p>Develop their sense of responsibility and membership of a community.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Show more confidence in new social situations.</p>	Develop their sense of responsibility and membership of a community.	Do not always need an adult to remind them of a rule.	<p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Manage their own needs.</p>	<p>See themselves as a valuable individual.</p> <p>ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Know and talk about the different factors that support their overall health and well-being.</p> <p>See themselves as a valuable individual.</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Building Relationships	Begin to understand how others might be feeling.	Play with one or more other children, extending and elaborating play ideas.	Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Build constructive and respectful relationships.	Build constructive and respectful relationships.	<p>Build constructive and respectful relationships.</p> <p>ELG: Form positive attachments to adults and friendships with peers;</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others;</p>

			Talk with others to solve conflicts.		Show sensitivity to their own and to others' needs.	Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
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Understanding the world	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Past and Present (History)	Begin to make sense of their own life-story and family's history.	Show interest in different occupations.	Show interest in different occupations.	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

<p>The Natural World (Science)</p>	<p>Use all their senses in hands- on exploration of natural materials.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see using a wide range of vocabulary</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Explore how things work</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><i>Nursery: Talk about the differences between materials and changes they notice.</i></p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p>	<p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>People, Culture and Communities (Geography)</p>	<p>Know that there are different countries in the world and talk about the differences they have</p>		<p>Know that there are different countries in the world and talk about the differences they have</p>	<p>Draw information from a simple map.</p>	<p>Draw information from a simple map.</p>	<p>ELG: People, Culture and Communities</p>

	experienced or seen in photos.		experienced or seen in photos.	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p>
<p>People, Culture and Communities</p> <p>(RE)</p>	Continue to develop positive attitudes about the differences between people.			<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and</p>	<p>ELG: People, Culture and Communities</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>

					celebrate special times in different ways.	
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EAD	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Creating with Materials (Art and DT)	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Show different emotions in their drawings - happiness, sadness, fear etc.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore different textures.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Explore colour and colour-mixing.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Develop storylines in their pretend play.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p>	<p>Create collaboratively sharing ideas, resources and skills.</p> <p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
Being Imaginative and Expressive (Music)	<p>Take part in simple pretend play, using an object to represent something else even</p>	<p>Begin to develop complex stories using small world equipment like animal</p>	<p>Remember and sing entire songs.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and</p>

	<p>though they are not similar.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>sets, dolls and dolls houses etc.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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