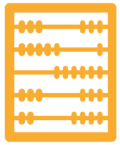
Progression of Skills - EYFS - Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Progress forward
Theme	Ourselves	Toys	Local Area (including buildings through time)		Sun, Sea and Sand	Superheroes	
Key Questions	What do we look like? How are we different/the same? What are our favourite things? Where do we live? Where do we come from? What can we feel/see/hear/taste/smell? How can we feel/see/hear/taste/smell?	How do they move? What are they made from? What can they do? What toys did our parents/grandparents play with? How have they changed? What toys do other children play with in different parts of the world?	Where are we on the map? Where do we live? How do we get to the park/church/pool? What do we like about where we live? How can we look after our environment? When was this built? Who was it for? What was it for? Who lived there? How has it changed?		Where have you been on holiday? Where is that on a map (of UK/world)? What was it like there? How was it the same? How was it different? Where is Weymouth? What can you do there? How is it the same? How is it different? Are the animals and plants the same/different?	What is a superhero? What do superheroes do? How do superheroes make our world better? How have superheroes changed our world for the better? What would it be like with no superheroes?	
Additional Activities	**Start with:** Read Elmer - what makes us special? Harvest (how do other religions celebrate harvest?)	**Start with:** Sharing our favourite toys Possible collection of old toys from museum services Christmas (including production)	**Start with:** A walk around the village, what can we see? Specific places? New Year Chinese New Year Easter		**Start with:** Possible visit to Weymouth Beginning to learn French with simple greetings	**Start with:** Reading Supertato, what other superheroes are there? What would your superpower be?	
Communication and Language - including assessment opportunities 	**Listening, Attention and Understanding** Children will be able to understand how to listen carefully and know why it is important **Speaking** Children will talk in front of small groups and the teacher offering their own ideas	**Listening, Attention and Understanding** Children will begin to understand how and why questions. **Speaking** Children will use new vocabulary throughout the day.	**Listening, Attention and Understanding** Children will learn to ask questions to find out more. Children will retell a story and follow a story without pictures or props. **Speaking** Children will talk in sentences using conjunctions, e.g. and, because. Children will engage in non-fiction books and to use new vocabulary in different contexts.		**Listening, Attention and Understanding** Children will be able to understand a question such as who, what, where, when, why and how. **Speaking** Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	**Listening, Attention and Understanding** Children will be able to have conversations with adults and peers with back-and-forth exchanges. **Speaking** Children will use talk in sentences using a range of tenses.	
CL is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, etc.	**<u>Ongoing skills</u>** **Listening, Attention and Understanding:** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking:** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.						
Building Towards KS1	**<u>English - Spoken Language:</u>** Pupils will be taught to listen and respond appropriately to adults and their peers; ask relevant questions to extend their understanding and knowledge; use relevant strategies to build their vocabulary; articulate and justify answers, arguments and opinions; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to						

	comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role play, improvisations and debates; gain, maintain and monitor the interest of the listener(s); consider and evaluate different viewpoints, attending to and building on the contributions of others; select and use appropriate registers for effective communication.					
Personal, Social and Emotional Development - including assessment opportunities 	**Self-Regulation** Children will be able to follow one-step instructions. Children will recognise different emotions. Children will focus during short whole class activities. **Managing Self** Children will learn to wash hands independently. **Building Relationships** Children will seek support from adults and gain confidence to speak to peers and adults.	**Self-Regulation** Children will talk about how they are feeling and to consider others feelings. **Managing Self** Children will understand the need to have rules. **Building Relationships** Children will begin to develop friendships.	**Self-Regulation** Children will be able to focus during longer whole class lessons. Children will identify and moderate their own feelings socially and emotionally. **Managing Self** Children will begin to show resilience and perseverance in the face of a challenge. Children will develop independence when dressing and undressing. **Building Relationships** Children will be able to use taught strategies to support in turn taking. Children will listen to the ideas of other children and agree on a solution and compromise.	**Self-Regulation** Children will be able to control their emotions using a range of techniques. **Managing Self** Children will manage their own basic needs independently. **Building Relationships** Children will learn to work as a group.	**Self-Regulation** Children will be able to follow instructions of three steps or more. **Managing Self** Children will show a 'can do' attitude. Children will understand the importance of healthy food choices. **Building Relationships** Children will have the confidence to communicate with adults around the school.	
Children develop their PSED skills throughout the year through circle times, social stories, ELSA support, diversity stories, etc.	**<u>Ongoing skills</u>** **Self-Regulation:** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.????? **Managing Self:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Building Relationships:** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.					
Physical Development - including assessment opportunities 	**Gross Motor** Children will learn to move safely in a space. **Fine Motor** Children will begin to use a tripod grip when using mark making tools	**Gross Motor** Children will explore different ways to travel using equipment **Fine Motor** Children will accurately draw lines, circles and shapes to draw pictures.	**Gross Motor** Children will be able to control a ball in different ways. Children will balance and climb on a variety of equipment. Children will jump and land safely from a height. **Fine Motor** Children will handle scissors, pencil and glue effectively Children will use cutlery appropriately	**Gross Motor** Children will move safely with confidence and imagination, communicating ideas through movement. **Fine Motor** Children will hold scissors correctly and cut out small shapes	**Gross Motor** Children will be able to play by the rules and develop coordination **Fine Motor** Children will form letters correctly using a tripod grip	
Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities, mark making, construction, drawing, writing, Dough Disco, etc.	**<u>Ongoing skills</u>** **Gross Motor:** Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Fine Motor:** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					
Building Towards KS1	**<u>PE:</u>** Pupils will be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to					

	apply these in a range of activities Pupils will participate in team games, developing simple tactics for attacking and defending Pupils will perform dances using simple movement patterns. **English - Handwriting** Pupils will be taught to: sit correctly at a table, holding a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing in the right place; form capital letters; form digits 0-9; understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.				
Literacy - including assessment opportunities 	**Comprehension** Children will independently look at a book, hold it the correct way and turn pages. **Word Reading** Children will segment and blend sounds together to read words. **Writing** Children will give meanings to the marks they make.	**Comprehension** Children will engage and enjoy an increasing range of books. **Word Reading** Children will begin to read captions and sentences. **Writing** Children will form letters correctly.	**Comprehension** Children will act out stories using recently introduced vocabulary. Children will be able to talk about the characters in the books they are reading. **Word Reading** Children will recognise taught digraphs in words and blend the sounds together. Children will read words containing tricky words and digraphs. **Writing** Children will write words representing the sounds with a letter/letters. Children will write labels/[phrases representing the sounds with a letter/letters.	**Comprehension** Children will retell a story using vocabulary influenced by their book. **Word Reading** Children will read longer sentences containing phase 4 words and tricky words. **Writing** Children will write words which are spelt phonetically.	**Comprehension** Children will be able to answer questions about what they have read. **Word Reading** Children will read books matched to their phonics ability. **Writing** Children will write simple phrases and sentences using recognisable letters and sounds.
Children develop their Literacy skills by	**Ongoing skills** **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:** 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. W**riting:** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others				
Building Towards KS1	**English - Comprehension** Pupils will be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; being encouraged to link what they read or hear read to their own experiences; becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart; discussing word meanings, linking new meanings to those already known; understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher; checking that the text makes sense to them as they read and correcting inaccurate reading; discussing the significance of the title and events; making inferences on the basis of what is being said and done; predicting what might happen on the basis of what has been read so far; participate in discussion about what is read to them, taking turns and listening to what others say; explain clearly their understanding of what is read to them. **English - Word reading** Pupils will be taught to apply phonic knowledge and skills as the route to decode words; respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word; read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings; read other words of more than one syllable that contain taught GPCs; read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s); read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; re-read these books to build up their fluency and confidence in word reading. **English - Transcription** Pupils should be taught to: spell: words containing each of the 40+ phonemes already taught common exception words the days of the week English – key stages 1 and 2 13 Statutory requirements name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. **English - Handwriting** Pupils will be taught to sit correctly at a table, holding a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing in the				

<table>
<tr><td></td><td colspan="6">right place; form capital letters; form digits 0-9; understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
<u>English - Composition</u>
Pupils will be taught to write sentences by: saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense; discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher.
<u>English - Vocabulary, Grammar and Punctuation</u>
Pupils will be taught to develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words; joining words and joining clauses using ‘and’; beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’; learning the grammar for year 1 in English Appendix 2; use the grammatical terminology in English Appendix 2 in discussing their writing.</td></tr>
<tr><td>Mathematics - including assessment opportunities
</td><td>Number
Say numbers to 10 in order (both forward and backwards)
Say number rhymes
Numerical Patterns
Matching
Sorting
Compare and order groups and sets
Compare size, mass and capacity
Copy, continue and create simple repeating patterns</td><td>Number
Representing, subitise, count and record 1, 2,3,4 and 5
Match number names to numerals and amounts (to 5)
Touch count, knowing the final number is the quantity
1 more and 1 less using counting on and back and by adding or taking away from a set of objects
Understand that numbers are made up of smaller numbers
(1, 2,3,4 and 5 - and beyond)
Numerical Patterns
Recognise circles, triangles, square and oblongs by the number of sides - see similarities and differences
Understand that shapes can be made up of other, smaller shapes
Use positional language to describe position in relation to another object
Talk about night and day and order key daily events</td><td>Number
Introducing zero
Comparing numbers to 5
Composition of 4 and 5
Representing, subitise (perceptual and conceptual), count and record to 8
Making pairs
Combining groups
Understand that numbers are made up of smaller numbers to 10 (and beyond)
Numerical Patterns
Comparing mass, capacity, length and height using relevant language
Measure items using non-standard units of measure
Look at how items and amounts can be arranged in pairs
Some numbers always have an ‘odd one out’
Use ‘yesterday’, ‘today’ and ‘tomorrow’ to order events</td><td>Number
Representing, subitise (conceptual), count and record to 10
Comparing number to 10
Composition of numbers to 10
Number bonds to 10 - knowing which numbers go together to make to and what else you need to make 10 from a given start number
Compare two or more groups
Numerical Patterns
3D shapes - explore properties, similarities and differences
Pattern - introduce more complex repeating patterns (AABB; ABBABB) and growing patterns (AB AAB, AAAB)</td><td>Number
Building numbers beyond 10 and using 10 frames etc to show different numbers beyond 10
Building patterns beyond 10
Count on and back from numbers larger than 10
Find numbers on a number track, number line and/or hundred square
Adding more and taking away including missing number questions (I had 5, now I have 8, how many more did I add?)
Numerical Patterns
Recognise the pattern of the number system
Complete regular and tangram style puzzles and explain why a piece fits/doesn’t fit using spatial reasoning skills
Understand that shapes can be combined and separated to create new shapes
Understand that some questions have more than one amswer</td><td>Number
Building numbers beyond 10 and using 10 frames etc to show different numbers beyond 10
Building patterns beyond 10
Count on and back from numbers larger than 10
Find numbers on a number track, number line and/or hundred square
Adding more and taking away including missing number questions (I had 5, now I have 8, how many more did I add?)
Numerical Patterns
Understand doubling as twice as many
Sharing and grouping - the need to do this fairly and what happens if we can’t (left over, cutting things into fractions)
Understand that numbers are even or odd and see this pattern in the number system
Patterns and relationships</td></tr>
<tr><td>Children develop their Mathematical skills by</td><td colspan="6"><u>Ongoing skills</u>
Number: Perceptually and conceptually subitise amounts; count on and back within 10; verbally counting to 10 and beyond; understand the ‘one more than’ and ‘one less than’ relationship between consecutive numbers; count objects, actions and sounds; composition of numbers; sorting and matching amounts, objects etc; comparing and ordering amounts, objects etc.
Numerical Patterns: Select, rotate and manipulate shapes in order to develop spatial reasoning skills; complete puzzles of increasing complexity to develop spatial reasoning skills; continue, copy and create patterns of increasing complexity; compare items in terms of mass, length height and/or capacity;</td></tr>
<tr><td>Building Towards KS1</td><td colspan="6"><u>Maths - Number and Place Value</u>
Pupils will be taught to: count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less; identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least; read and write numbers from 1 to 20 in numerals and words.
<u>Maths - Addition and Subtraction</u></td></tr>
</table>

	Pupils will be taught to: read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs; represent and use number bonds and related subtraction facts within 20; add and subtract one-digit and two-digit numbers to 20, including zero; solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 =? – 9. **Maths - Multiplication and Division** Pupils will be taught to: solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher **Maths - Fractions** Pupils will be taught to: recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity **Maths - Measurement** Pupils will be taught to: compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later]; measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds); recognise and know the value of different denominations of coins and notes; sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]; recognise and use language relating to dates, including days of the week, weeks, months and years; tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. **Maths - Geometry - Property of Shape** Pupils will be taught to: recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. **Maths - Geometry - Position and Direction** **Pupils will be taught to: describe position, direction and movement, including whole, half, quarter and three-quarter turns.**				
Understanding the World - including assessment opportunities	**Past and Present** Children will know about their own life story and how they have changed. **People, Culture and Communities** Children will know about features of the immediate environment. **The Natural World** Children will understand the terms ‘same’ and ‘different’.	**Past and Present** Children will know some similarities and differences between things in the past and now. **People, Culture and Communities** Children will know that there are many countries around the world. **The Natural World** Children will explore and ask questions about the natural world around them.	**Past and Present** Children will talk about the lives of people around them. Children will talk about past and present events in their lives and what has been read to them. **People, Culture and Communities** Children will know that people around the world have different religions. Children will know about people who help us within the community. **The Natural World** Children will make observations about plants discussing similarities and differences. Children will make observations about animals discussing similarities and differences.	**Past and Present** Children will know about the past through settings and characters. **People, Culture and Communities** Children will know that people in other countries may speak different languages. **The Natural World** Children will talk about features of the environment they are in and learn about the different environments	**Past and Present** Children will know about the past through settings, characters and events. **People, Culture and Communities** Children will know that simple symbols are used to identify features on a map. **The Natural World** Children will know some important processes and changes in the natural world, including states of matter.
Children develop their UW skills by	**Ongoing skills** **Past and Present:** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. **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, 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.				
Building Towards KS1	History: Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life Geography: use simple compass	History: Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life Geography: Science: Distinguish	History: Significant historical events, people and places in their own locality Geography: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (north, south, east and west) and locational and directional language	History: Events beyond living memory that are significant nationally or globally Geography: understand geographical similarities and differences through studying the human and physical geography of a small area of	History: The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods Events beyond living

	directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map use aerial photographs and plan Science: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.	[for example, near and far, left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment Science: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	the United Kingdom, and of a small area in a contrasting non-European country use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment Science: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. Observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies.	memory that are significant nationally or globally Geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Science: Distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. Observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies.	
Expressive Arts and Design - including assessment opportunities 	**Creating with Materials** Children will experiment mixing with colours. **Being Imaginative and Expressive** Children will sing and perform nursery rhymes.	**Creating with Materials** Children will experiment with different textures. **Being Imaginative and Expressive** Children will experiment with different instruments and their sounds.	**Creating with Materials** Children will safely explore different techniques for joining materials. Children will make props and costumes for different role play scenarios. **Being Imaginative and Expressive** Children will create narratives based around stories. Children will move in time to the music.	**Creating with Materials** Children will explore and use a variety of artistic effects to express their ideas and feelings. **Being Imaginative and Expressive** Children will play an instrument following a musical pattern.	**Creating with Materials** Children will share creations, talk about processes and evaluate their work. **Being Imaginative and Expressive** Children will invent their own narratives, stories and poems.	
Children develop their EAD skills by	**<u>Ongoing skills</u>** **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. **Being Imaginative and Expressive:** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					
Building Towards KS1	**<u>Art and Design</u>** To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Pupils will be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines,					

	and making links to their own work. **DT** Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. **Music** Use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the interrelated dimensions of music	