

EYFS Curriculum and Progression Document

Area of Learning

Nursery	Reception
Autumn 1- Can we be friends Autumn 2 - Let's Celebrate Spring 1 - How things work Spring 2 - Down at the bottom of the garden Summer 1 - Magic Land Summer 2 - The way back home	Autumn 1 - All about me Autumn 2 - Celebrate Good Times Spring 1 - Not all heroes wear capes Spring 2 - How does your garden grow? Summer 1 - Our friends in Pakistan Summer 2 - Fun at the Seaside

Communication & Language

Nursery	Reception	Year 1 NC
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Listening, Attention and Understanding

Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	
Pay attention to one thing at a time - Listen 1:1 to develop independence within daily routine. Enjoy listening to stories and begin to remember much of what happens - Listen to short stories with illustrations / props / sounds. Recall key events / name key characters. Begin to join in text retell with some actions. Follow an instruction with one part Understand simple questions about who, what and where - Get to know one another and their new learning space. Find body/move different body parts. Begin to understand some 'why' questions related to own experiences - Autumn experiences.	Participate in short multi-sensory Key Person group time. Follow an instruction linked to daily routine, group activities, extraordinary events such as an Autumn walk.	Understand a question or instruction that has two parts - Daily routines (tidy up time, challenges) Understand 'why' questions. Understand how to listen carefully and why listening is important. Learn new vocabulary linked to the daily routine or theme (see UW - Me and my family, Autumn, Celebrations) Begin to engage in story time Listen to and begin to talk about stories to build familiarity and understanding	Join in with repeated refrains / fill in rhyming words. Discuss characters, events, setting. Listen carefully to rhymes and songs and begin to pay attention to how they sound - Learn rhymes, songs and poems. Anticipate words, begin to adapt phrases (with support)	Can listen for longer periods of time (transition from REC carpet time to Y1 carpet time) Can listen attentively in a variety of situations/ in a larger group e.g assembly Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Can listen attentively with sustained concentration to follow a story without pictures or props. Can gain and beginning to maintain and monitor the interest of the listener(s) Begin to consider and evaluate different viewpoints, attending to and building on the contributions of others.
Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2	
Enjoy listening to stories and be able to recall parts of the story Begin to understand and follow a two-part instruction. Begin to listen to others in a small group.	Begin to shift attention from one thing to another when needed and given a prompt. Understand some 'why' questions. Begin to show an understanding of some prepositions.	Listen carefully to and learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.	Hold a conversation when engaged in back-and-forth exchanges with their teacher and peers. Begin to understand humour such as nonsense rhymes and jokes.	
Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2	
Understand and follow a two-part instruction. Show an understanding of some prepositions. Listen to others in a small group.	Enjoy listening to longer stories (with increased attention) and can remember much of what happens. Shift their attention from one thing to another when needed and given a prompt. Understand and respond confidently to simple 'why' questions.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily such as nonsense rhymes and jokes.	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.	

Speaking				
Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	Year 1 NC
<p>Begin to talk about a familiar book one-to-one – Comment on an illustration.</p> <p>Develop communication, begin to use different tenses.</p> <p>Begin to use longer sentences of 4 to 6 words.</p> <p>Start a conversation with an adult or friend.</p>	<p>Begin to use a wider range of vocabulary – linked to daily routine or themes,</p> <p>Learn new rhyme and begin to develop a repertoire of songs – Join in with actions and props. Fill in some missing words.</p> <p>Comment on a favourite character or part of the story.</p> <p>Begin to use talk to organise themselves and their play.</p>	<p>Use new vocabulary throughout the day.</p> <p>Begin to ask questions to find out more and to check they understand what has been said to them – Model and encourage questions after instructions.</p> <p>Begin to articulate their ideas and thoughts in well-formed sentence – Express ideas to friends and book talk.</p> <p>Develop social phrases – Routines of the day and greetings “How are you?”</p> <p>Friendships “Would you like to...”</p>	<p>Begin to connect one ideas or action to another using a range of connectives (because, although, but)</p> <p>Begin to describe events in some detail.</p> <p>Begin to retell a simple story, once they have developed a deep familiarity with the text.</p> <p>Some as exact repetition and some in their own words – Focussed and linked texts /non-fiction books – within small words and role play</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Can use vocabulary learnt from books, home and school in everyday situations in the correct context.</p> <p>Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Beginning to show some awareness of the listener by making changes to language and non-verbal features.</p> <p>Modelling changing voices for different characters speech</p> <p>Modelling changing verbal and non-verbal communication depending on the listener.</p>
Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2	
<p>Use a wider range of vocabulary.</p> <p>Sing a range of rhymes/songs as part of a group.</p> <p>Continue to develop communication, using future and past tense (not always correctly)</p> <p>Use talk to organise themselves and their play.</p> <p>Begin to express a point of view.</p>	<p>Continue to develop and sing a repertoire of songs.</p> <p>Talk about a familiar book and begin to tell a simple story.</p> <p>Use longer sentences of 4 or 6 words.</p> <p>Begin to join sentences with and.</p> <p>Start a conversation with an adult or friend and begin to continue it with many turns.</p> <p>Begin to retell a simple past event in correct order.</p>	<p>Use new vocabulary in different contexts.</p> <p>Describe events in some detail.</p> <p>Develop and use social phrases with confidence.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one ideas or action to another using a range of connectives.</p> <p>Use talk to help work out problems, organise thinking and activities, explain how things work and why things happen.</p> <p>Retell a simple story, once they have developed a deep familiarity with the text.</p>	
Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2	
<p>Sing a large repertoire of songs.</p> <p>Sing a range of songs/rhymes as part of a group and independently.</p> <p>Use sentences joined by other words such as like/because.</p> <p>Start a conversation with an adult or friend and continue it with many turns.</p> <p>Retell a simple past event in correct order.</p> <p>Use talk more confidently to organise themselves and their play.</p>	<p>Uses a wider range of vocabulary in a range of contexts.</p> <p>Talk about a familiar book and tell a longer story.</p> <p>Develop communication, begin to use a wider range of tenses (with correct use of most tenses)</p> <p>Express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</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 modelling and support from their teacher.</p>	
Personal Social & Emotional Development – (Jigsaw and Happy Minds is also being used alongside to enhance our PSED curriculum)				
Nursery		Reception		Year 1 NC
Self-Regulation				
Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	<p>Knows when and how to stand up for themselves appropriately.</p> <p>Resourceful in finding support when they need help or information.</p> <p>Can stop and think before acting and can wait for the things they want.</p> <p>Children begin to know some ways to manage their feelings and are beginning to use these to maintain control.</p>
<p>With support follow the daily routine</p> <p>Play with others, sharing resources and taking turns.</p> <p>Begin to talk about feelings – (happy, sad, because)</p> <p>With support, start to share resources/take turns.</p>	<p>Begin to show awareness of how others might be feeling</p> <p>Offer comfort to a child who is upset/laugh with others.</p> <p>Begin to recognise that some actions can hurt the feelings of others</p> <p>With support, begin to find solutions to some conflicts</p>	<p>Begin to express feelings and consider the feelings of others – Identify and name emotions. Link book character’s emotions to own experiences.</p> <p>Begin to identify and moderate own feelings socially and emotionally – Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves)</p>	<p>Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries (fair, agree, turns, together, share) – How to compromise and negotiate to solve problems.</p> <p>Use book talk, puppets, real life experiences.</p> <p>Begin to set own goals and show resilience and perseverance in the face of challenge – Set a shared goal with a friend.</p>	
Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2	

Talk about feelings using words like happy and sad and begin to use other words. With support, begin to understand and talk about how others might be feeling and the reasons why.	Begin to 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. With support, begin to talk with others to resolve conflicts.	Express feelings and consider the feelings of others.	Set own goals and show resilience and perseverance in the face of challenge. Identify and moderate own feelings socially and emotionally.	
Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2	
Talk about their feelings using a range of words. Begin to understand how others might be feeling.	Help to find solutions to conflicts and rivalries. Develop appropriate ways of being assertive. Talk with others to solve conflicts.	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 to follow instructions involving several ideas or actions.	
Managing Self				
Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	Year 1 NC
With support, begin to follow classroom routines and rules. Begin to be independent within self-care routines - Toileting/Handwashing/Snack	Show interest in a range of experiences, indoors and outdoors Begin to select and use continuous provision resources, with help when needed - Make independent learning choices. Put resources back in the right place once used. Continue to follow classroom routines and rules	Know and begin to talk about the different factors that support their overall health and wellbeing - Toothbrushing - importance and how. Talk about importance of daily exercise and healthy eating.	Manage own self-care needs - Independent use of zips, buttons, coats, shoes. Develop confidence to try new activities and show independence - Access all types of enhancements (indoors & outdoors)	Can make healthy choices in relation to healthy eating. Can dress and undress independently, successfully managing fastening buttons or laces. Beginning to talk about the things they enjoy, and are good at, and about the things they do not find easy. Begin to talk about the plans they have made to carry out activities and what they might change if they were to repeat them.
Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2	
Settle to an activity of choice for some time. Develop independence within self-care routines.	Begin to select and use activities and resources to achieve a set goal. Increasingly follow classroom routines and rules (with reduced practitioner guidance)	Manage own self-care needs.	Know and talk about the different factors that support their overall health and wellbeing - sensible amounts of screen time, having a good sleep routing, being a safe pedestrian.	
Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2	
Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to them. Settle to an activity for some time. Increasingly follow rules, understanding they are important. Do not always need an adult to remind them of a rule.	Be increasingly independent in meeting own care needs. Make healthy choices about food, drink, activity and toothbrushing.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for the rules, know right from wrong and try to behave accordingly.	
Building Relationships				
Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	Year 1 NC
Begin to play with one or more other children	Child-initiated learning/small group activities. Begin to see themselves as part of a community - Key person group/nursery/family	Begin to see self as a valuable individual - Describe self, positively (proud, special, love)	Begin to build constructive and respectful relationships - Use social language to develop friendships (see CL)	Children are confident speaking to a class group. Beginning to listen to each other's suggestions and plan how to achieve an outcome without adult help. Can play group games following the rules.
Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2	
Play with one or more other children. Take part in pretend play with one or more children. Begin to share and take turns with others.	See themselves as part of a community. Begin to extend and elaborate play ideas with others.	Build constructive and respectful relationships.	See self as a valued individual.	
Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2	

Play with one or more other children, extending and elaborating play ideas.	Develop sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Continue to see self as a valuable individual.	Show sensitivity to their own and to others needs.	
Physical Development (Currently following PE Hub Scheme of work)				
Nursery		Reception		Year 1 NC
Gross Motor Skills (PE Hub is also used alongside to enhance our PE skills)				
Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	<p>Can safely jump off apparatus that is higher than their height, landing on two feet.</p> <p>Can use muscle movements to perform backflips and other more complex tricks safely on the swinging bars.</p> <p>Can balance on a range of higher surfaces using different poses e.g. on the balancing beam on one leg.</p> <p>Can confidently hop and skip in time to music.</p> <p>Begin developing attacking and defending tactics in team games. Can hit a ball in a specified direction with a bat Can throw a ball in a specified direction -</p> <p>Can kick a ball in a specified direction.</p> <p>Selects appropriate resources and equipment to achieve more complex effects, e.g. utilizing the pegs effectively when den building.</p> <p>Can suggest suitable equipment for another child's ability, e.g. that bike will be too small. Perform dances using simple movement patterns.</p> <p>Begin developing attacking and defending tactics in team games. Is confident to ask for help/ support if they deem something too risky.</p>
<p>Negotiating space and beginning to adapt speed and direction to avoid obstacles. Begin to develop climbing skills - Use stairs using alternate feet, and with support explore climbing frame. Begin to develop balancing skills - Completing low level obstacle courses, walking up and down a ramp, standing still and standing on one leg. Begin to use large-muscle movements to - wave flags and streamers (top to bottom & anti-clockwise) and to paint and make marks (top to bottom & anti-clockwise).</p>	<p>Continue to develop movement skills of walking and running. Begin to learn to hop. Continue to develop riding skills on a scooter/trike/balance bike - Use a bike track, following a track, going in the right direction and starting and stopping. Continue to develop ball skills - Rolling to a partner or in circle games and kicking a ball.</p>	<p>Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping and climbing) - Engage in and develop confidence in actions. Begin to develop overall body-strength, balance, co-ordination and agility - Use above actions, within obstacle courses. Set own physical challenge. Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor (straight, upright, flat) Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group - Understand rules and reasons. Further develop the skills they need to manage the school day successfully, including lining up and queuing, mealtimes and personal hygiene.</p>	<p>Begin to combine different movements with ease and fluency, be able to change movements and directions quickly. Further develop and refine a range of ball skills including throwing, catching and kicking - Use different sizes and types of balls, alone and in pairs.</p>	
Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2	
<p>Continue to develop movement of walking and running. Use large muscle movements. Begin to take part in some group team activities. Chose the right resource to carry out chosen plan.</p>	<p>Continue to develop climbing and balancing skills. Learn to hop. Begin to learn to skip. Continue to develop riding skills and ball skills. Begin to remember some sequences and patterns of movement related to music and rhythm. Begin to match developing physical skills to tasks and activities in setting. Begin to collaborate with others to manage large items.</p>	<p>Continue to refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing) Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Begin to progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including passing, batting and aiming.</p>	
Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2	
<p>Begin to refine movement of walking and running. Use large muscle movements. Take part in some group team activities.</p>	<p>Begin to refine climbing and balancing skills. Learn to skip. Continue to develop riding skills and ball skills.</p>	<p>Demonstrate strength, balance and coordination when playing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p>	

Choose the right resource to carry out chosen plan.	Remember some sequence and patterns of movement related to music and rhythm. Match developing physical skills to tasks and activities in setting. Collaborate with others to manage large items.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		
Fine Motor Skills				
Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	Year 1 NC
Learn to use the toilet with help. Use some one-handed tools and equipment - Across different areas of provision, pouring, filling, stirring, mixing, rolling, painting, drawing and mark making.	Learn to use the toilet independently. Begin to show a reference for a dominant hand. Begin to learn to use a knife and fork. Begin to get dressed independently for outdoor play. Begin to develop a comfortable grip when using pencils and pens.	Threading, cutting, weaving Use a comfortable grip with good control when holding pens and pencils, Modelling and encouraging a tripod grip.	Begin to use anticlockwise movement Re-trace vertical lines Hold scissors correctly and cut zig zag lines Begin to draw accurately circles and triangles Use a comfortable grip with good control when holding pens and pencils - Consolidate tripod grip. Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools to include pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons - Ensure regular engagement and develop confidence in use of tools (grip, steady, snip, twist, curve, straight)	Holds paper in position and uses their preferred hand for writing, using a correct pencil grip. - Can write consistently on the lines and control the sizing of letters Handles tools, objects, construction and malleable materials safely and with confidence. Can demonstrate the safe use of tools to others.
Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2	
Continue to learn to use a knife and fork. Increase independence getting dressed and undressed. Use a range of one-handed tools and equipment.	Show preference for a dominant hand. Continue to develop a comfortable grip with good control when holding pens and pencils.	Use a range of one-handed tools and equipment with control	Eat confidently using a knife and fork. Be independent getting dressed and undressed. Use a comfortable grip with good control when holding pens and pencils.	
Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2	
Use a range of one-handed tools and equipment with control	Eat using a knife and fork. Be increasingly independent getting dressed and undressed. Use a comfortable grip with good control when holding pens and pencils.	Hold a pencil effectively in preparation for fluent writing, using the tripod grip Use a range of small tools, including scissors, paint brushes and cutlery.	Show accuracy and confidence when drawing.	
Literacy				
Nursery		Reception		Year 1 NC
Comprehension /Word Reading				
Phonics - Follow Twinkl (see separate progression document for phonics details)				
Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	
Handle books carefully and correctly. Enjoy sharing a book with an adult - One to one and during small group time (fiction and non-fiction)	<u>Level 1 Phonics / Reading -</u> Begin to develop phonological awareness - Join in with level 1 activities, Distinguish between different sounds - Environmental sounds, Instrumental sounds, Body percussion. Rhythm and rhyme - begin to develop awareness of words that sound the same. Alliterative activities - begin to identify words starting with the same phoneme within names. Explore and copy different voice sounds. Begin to understand some of the five key concepts about print -	<u>Level 2 Phonics / Reading -</u> Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary - Recall key events. Talk about main characters (character, beginning, middle, end) Understand the five key concepts about print, with a focus on - Left to right. 1-1 correspondence (word, letter, first, last) Continue to develop level 1 phonological awareness, focusing on - Rhythm and rhyme, alliteration, oral blending and segmenting.	<u>Level 2 Phonics / Reading -</u> Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Blend sounds into words, so that they can read short words made up of known GPCs - Phase 2 phonics, VC words, CVC words. Begin to read a few common exception words matched to the school's phonic programme (I, go, to, the, no, into) Begin to read simple phrases/sentences. Read guided reading books aligned to phonic knowledge.	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.

	Name some book parts (front cover, back cover, page, title) Learn that print has meaning (familiar logos, environmental labels with photograph) Understand print is read left to right. Begin to read own name with visual support.	Read individual letters by saying the sounds for them - Secure level 2 phonics (phoneme, grapheme, alphabet)		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.
Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2	
<u>Level 1 Phonics / Reading -</u> Continue to develop phonological awareness - Join in with level 1 activities. Listen, remember and talk about different sounds - Environmental, Instrumental, Body percussion. Rhythm and rhyme - develop awareness of words that sound the same. Tune into alliterative words, begin to identify and hear some initial phonemes in words. Explore and begin to talk about different voice sounds. Handle books carefully and correctly. Hold books the correct way.	<u>Level 1 Phonics / Reading -</u> Clap syllables in own name. Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary. Continue to develop and understand the five key concepts about print - Name some book parts (title, blurb) Learn that print has meaning, recognise some new logos. Begin to understand what a word/letter is (letter, word) Follow print left to right and begin to use 1:1 correspondence. Read own name.	<u>Level 3 Phonics / Reading -</u> Retell story in small world / role play, in correct sequence (beginning, middle, end, set) Take on role of character using some story language. Begin to anticipate, where appropriate, some key events in stories (predict, prediction) Continue to develop level 2 and 3 phonological awareness, focusing on - Oral blending and segmenting. Begin to read words consistent with their phonic knowledge. Read some common exception words matched to the school's phonic programme. Read guided reading books aligned to phonic knowledge.	<u>Level 3 Phonics / Reading -</u> Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play (fiction, non-fiction, set) Talk about like and dislikes of texts, rhymes and poems. Choose a book and begin to explain why (because) Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read simple phrases / sentences.	Word Reading 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.
Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2	
<u>Level 1 Phonics / Reading -</u> Develop phonological awareness - Join in with level 1 activities. Listen, remember and talk about different sounds with increasing vocabulary - Environmental, Instrumental, Body percussion. Talk about rhyming words and begin to create rhyming strings. Hear and say initial sound in words. Explore and talk about different voice sounds, enunciating some phonemes correctly. Participate in oral blending/segmenting activities. Clap syllables in words. Engage in extended conversations about stories and non-fiction texts, learning and using new vocabulary. Name parts of a book and show awareness of page number.	<u>Level 1 Phonics / Reading -</u> Use the five key concepts about print. Identify a word in a sentence and understand it carries meaning. Identify a letter in a word. Continue to develop understanding of word/letter. Follow print, know it is read from top to bottom and use 1:1 correspondence. Read own name in a variety of fonts/context.	<u>Level 4 Phonics / Reading -</u> Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (sequence) Anticipate, where appropriate, key events in stories. Read aloud simple sentences and books that are consistent with their phonic knowledge. Begin to consolidate level 2 and 3 phonic knowledge. Introduce phase 4 constants blends.	<u>Level 4 Phonics / Reading -</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play - Begin to notice some relationships between one text and another. Begin to comment on perceived links with own life experiences or other experiences, e.g., Films, books) Read words consistent with their phonic knowledge by sound blending. Continue to consolidate all level 2, 3 and 4 phonic knowledge. Tricky words	
Writing				
Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	Year 1 NC
Add some marks to their drawings, which they give meanings to. For example, "That says mummy".	Make marks on picture to represent name. Begin to attempt to write name with some recognisable letters - First letter of name. To begin to understand that own marks represent meaning - Point to marks, talk about made marks, label marks.	Use some of their print and letter knowledge in their early writing.	Attempt to write name correctly - Use correct letter formation. Use initial sounds to label Begin to form lower-case letters correctly. Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs - Use initial sounds, VC, CVC words. Write labels.	Spelling: words containing each of the 40+ phonemes already taught common exception words the days of the week 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

			Begin to write lists and captions. Begin to re-read what they have written.	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.
Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2	
Begin to use some print/letter knowledge in writing - Symbols (lines, circles) Ascribe meaning to their marks	Produce some recognisable letters. Begin to engage in purposeful mark making. Attempt to write name, using name card, with some recognisable letters, some correctly formed.	Form some lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letter within CVC words Write name correctly.	Continue to form lower-case letters and some capital letters correctly. Begin to orally form simple sentence/captions using known GPCs before writing. Scribe a dictated sentence/phrase using known GPCs. Re-read what they have written to make sure it makes sense.	
Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2	Handwriting Pupils should 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.
Use knowledge of print / letter knowledge in writing - Recognisable letters. Left to right / top to bottom directionality. Top to bottom directionality. Ascribe meaning to the marks they make. Begin to match some letters to phonemes (m for mummy) Attempt to write 'some' of their name from memory, with correct letter formation.	Engage in purposeful early writing	Write recognisable letters, most of which are formed correctly. Write simple phrases and sentences that can be read by others. Use a full stop at the end of a sentence Use a capital letter at the start of the sentence Begin to use spacing between words	Write recognisable letters, which are mostly formed correctly. Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words.	Word Composition 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
1—1 1/2 years Cylindrical Grasp	2—3 years Digital Grasp	3 1/2—4 years Modified Tripod Grasp	4 1/2—7 years Tripod Grasp	Writing - vocabulary, grammar and punctuation Children will 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
Mathematics				

Nursery		Reception		Year 1 NC
Numerical Pattern and Number (Shape, Space & Measure added for reference) (White Rose is used to support maths in Reception with the addition of elements Numberblocks in EYFS)				
Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	<p>Number and Place Value 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</p> <p>Number - addition and subtraction 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 $7 = \square - 9$</p> <p>Number - multiplication and division 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</p> <p>Number- Fractions 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</p> <p>Measurement 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</p>
<p>Begin to recite numbers to 5 in correct order. Begin to say one number for each item to 3 - Join in with number rhymes/songs with props and actions. Use some number names in play. Begin to select shapes for appropriate tasks - Show interest in shapes in the environment. Manipulate and turn shapes.</p>	<p>Begin to compare quantities (group, lots, more, same, less) Sort, match and label groups. Find the group with more/the same/less. Use number names accurately in play Notice, identify and talk about patterns around them - Clothing/Autumn. Begin to copy and talk about a pattern (ABAB) Patterns with objects/actions. Give pattern a name. Explore 1:1 correspondence - Heuristic play free exploration. Begin to talk about shapes (round, pointy, spotty, stripy) in the environment Make comparisons between objects using appropriate vocabulary - Size - big, small, bigger, smaller. Understand positional language within daily routine - in, on, under. Begin to understand the language of time within the daily routine - next, later, after.</p>	<p>Recite numbers to 10 - Forward & backward, finger rhymes, passing Continue, copy and create repeating patterns - Talk about pattern (repeat, next, before, after, in between) games. Begin to compare weight</p>	<p>Break counting chain (not always starting from 1) Talk about position (before / after) Count objects, actions and sounds - Up to 5, in context, daily routine, sharing, turn taking. Count objects in an irregular arrangement. Subitise 3 or 4 objects (quick recall without counting) Matching children to images in workshop areas. Fast recognition of dice patterns. Link the number symbol (numeral) with its cardinal number value to 5. Compare quantities up to 5 (more than, less than, fewer, who has one more, one less) Understand 'one more/less than' to 5 - Use sentence with support 'Three is one more than two'. Explore the composition of number to 5 - Recognise total is still the same. Using variety of resources (more, less, makes, equals, altogether) Begin to explore number bonds to 5 - Use a range of resources. Understand how to use a flip flap to 5. Select, rotate and manipulate shapes in order to develop spatial reasoning skills - Create shape picture, consolidate, 2D shape names./circles/triangles Put shapes together to make new shape (fit, turn) Begin to compare length, weight and capacity - Order 2/3 items by length or weight (heavier, heaviest, lighter, lightest, longer, longest, shorter, shortest)</p>	
Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2	
<p>Recite numbers to 5. Join in with number rhymes to 5 using props and fingers. Use fingers to represent numbers with increasing accuracy. Fast recognition of objects up to 1 and sometimes 2 (subitising) Begin to count up to sets of 5 objects (1:1 correspondence) Select shapes appropriately in a range of contexts. Talk about shapes.</p>	<p>Name and talk about patterns. Continue and talk about a pattern (ABAB) Use some number names in play with some accuracy. Sort and match objects accordingly (size / shape) Begin to compare quantities using (more than / fewer than) Begin to represent numbers with marks. Make comparisons between objects using appropriate vocabulary. Understand positional language. Begin to use some language of time within the daily routine. Begin to describe a familiar route. Begin to describe a sequence of events (first / next)</p>	<p>Recite numbers to 20 - Backward from 10. Break counting chain (not always starting from 1 forwards or 10 backwards) Talk about position up to 5. Count objects, actions and sounds - Up to 10, in context of daily routine, sharing, turn taking. Subitise 5 objects (quick recall without counting) Recall number bonds to 5 Continue, copy and create repeating patterns. Compare length, height, weight and capacity - Order 2-3 items by capacity and height.</p>	<p>Consolidate reciting numbers to 20 - recite backward from 15. Talk about position up to 10. Count objects in an irregular arrangement. Begin to estimate number of objects up to 10 then check by counting. Link the number symbol (numeral) with its cardinal number value to 10. Compare quantities up to 10. Understand 'one more/less than' to 10 - Use sentence 'six is one more than five'. Begin to explore the composition of numbers to 10. Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives (altogether, more/now) Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives (left)</p>	

			<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Begin to compose and decompose shapes within practical activities. Begin to order and sequence familiar events - Become familiar with a clock face and hands. Measure short periods of time.</p>	<p>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.</p>
Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2	Geometry
<p>Fast recognition of up to 3 objects (subitising) Show 'finger numbers' up to 5. Understand position through words.</p> <p>Describe a familiar route. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately (flat surfaces for building, a triangular prism for a roof etc.) Combine shapes to make new ones. Talk about and identifies the patterns around them.</p>	<p>Extend and create ABAB patterns. Recite numbers past 5. Say one number for each item in order (1,2,3,4,5) Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) Link numerals and amounts up to 5. Experiment with own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language (more than / fewer than) Talk about and explore 2D and 3D shapes. Begin to describe a sequence of events, real or fictional, using words such as first and then.</p>	<p>Have a deep understanding of numbers to 10, including the composition of each number. 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. 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. Begin to share, double and half up to 10 objects. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes within practical activities. Compare length, height, weight and capacity. Measure and compare short periods of time.</p>	<p>Subitise (recognise quantities without counting) up to 5. Verbally count beyond 20, recognising the pattern of the counting system. Continue, copy and create more complex repeating patterns.</p>	<p>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]. describe position, direction and movement, including whole, half, quarter and threequarter turns</p>
Understanding the World				
Nursery		Reception		Year 1 NC
Past and present (History)				
Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	<p>Can talk about changes within living memory. E.g. experiencing lockdown. - Knows the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</p>
<p>Begin to make sense of their own life history - When I was a baby (baby, new, grow) The people in my family (family, brother, sister)</p>	<p>My birthday (birthday, party, presents) Christmas time.</p>	<p>Begin to make sense of their own life-story and family's history. Begin to comment on images of familiar situations in the past - When mum and dad were little (past, history, long ago)</p>	<p>Discuss how celebrations have changed over time</p>	
Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2	
<p>Continue to make sense of their own life history Talk about transport and how it has changed</p>	<p>Discuss the 'passing of time' in relation to lifecycles</p>	<p>Comment on images of familiar situations in the past in relation to the emergency service.</p>	<p>Compare and contrast images of machinery from the present and the past</p>	
Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2	
<p>Make sense of their own life history. Look at similarities and differences between older and more modern fairy tales.</p>	<p>Use timelines to learn about the history of space travel.</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>Talk about the lives of the people around them and their roles in society now and in the past and how they would enjoy the seaside in the past.</p>	

		Understand the past through settings, characters and events encountered in books read in class and storytelling.		
People, Culture & Communities (R.E (following Blackburn/Bury syllabus) / Geography)				
Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	Year 1 NC
To communicate freely with confidence about their houses and homes Notice differences between people - babies and children (similarities/differences/body parts/hair colour)	Celebrations from around the world	Talk about members of their immediate family and community - Describe family members (grandparent, older, younger) Understand that there are many different types of families (parent, stepsister, brother, mum, dad, similar, different) Name and describe people who are familiar to them - People in their local/school community (site manager, office manager, lolly pop person, shop keeper)	Begin to understand that some places are special to members of their community - Talk about special places they go with their family (places of worship visited by children). Begin to recognise that people have different beliefs and celebrate special times in different ways - Understand how different people celebrate birthdays. Develop a knowledge and awareness of other festivals.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.
Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2	They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
Begin to develop positive attitudes about the differences between people. Journeys people take		Continue to show an interest in different occupations Talk about members of their immediate family and community.	Understand that some places are special to members of their community.	
Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2	
Continue to develop positive attitudes about the differences between people.	To use globes, atlases to research different places	Recognise some similarities and differences between life in this country and other countries. 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 where we live and life at the seaside, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.	
Natural World (Science / Geography)				
Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	Year 1 NC
Begin to use some of their senses in hands on exploration of natural materials - Getting to know new outdoor learning space.	Talk about what they see, beginning to use a wider vocabulary. Explore how things work - my favourite toy (toy/push/pull/bend) Party objects/Christmas decorations. Begin to understand the need to respect and care for the natural environment - nursery outdoor learning space. Begin to develop interest in linked texts across themes, fiction and non-fiction and sources of technological information.	Explore the natural world around them - Leaves - sort by shape/size, begin to identify some local tree species (nature/natural) Describe what they see, hear and feel whilst outside - Leaf shape, size and colour (long, spiky, gold, rust, orange)	Understand the effect of changing seasons on the natural world around them - Autumn into Winter - Observe & talk about changing seasons (season, summer, autumn, winter, temperature, change, hibernation, darker, weather, wind) Develop interest in linked texts across themes, fiction and non-fiction and sources of technological information.	Identify and name a variety of common wild and garden plants, e.g. rose, mint, daffodils. - Identify and describe the basic structure of a variety of common flowering plants, including trees. - Knows that the environment and living things are influenced by human activity. - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies. - Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.
Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2	

Begin to explore and talk about different forces they can feel.- push/pull toys Continue to develop interest in linked texts across themes, fiction and non-fiction and sources of technological information.	Begin to use all their senses in hands on exploration of natural materials. Discuss lifecycles of seeds (plants/caterpillars/spiders) Talk about what they see, continuing to use a wider vocabulary. Explore how things work- forces/push/pull Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for all living things.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Recognise some environments are different to the one in which they live.	Continue to develop interest in linked texts across themes, fiction and non-fiction and sources of technological information.	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Can describe some actions of people in their community that help to maintain the area they live in. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. - Build familiarity with basic scientific concepts e.g. floating, sinking, and experimenting. -
Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2	
Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Develop interest in linked texts across themes, fiction and non-fiction and sources of technological information.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Continue to develop interest in linked texts across themes, fiction and non-fiction and sources of technological information.	Begin to know that there are different seaside in the world. 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.	

Expressive Arts and Design

(Bury Music Service, Charanga and Kapow are also used alongside to enhance our EA&D curriculum)

Nursery		Reception		Year 1 NC
Being Creative		Creating with Materials		Art and Design, Design and Technology
Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	<p>Can name primary colours -Can name and mix to create secondary colours -Chn to show emotion by using colour or technique (creating moods in artwork)- -Create a repeating pattern in print -Beginning to drawing in response to an Artist's work.</p> <p>Drawing emotion in drawings - Drawing using thin and thick lines (HB pencils) - Use IT to create a picture (drawing on paint) - Begin to draw from observation - Beginning to paint in response to an Artist's work.</p> <p>Beginning to cut, roll and coil materials for a purpose. Can make a simple plan before making -Beginning to cut, roll and coil materials for a purpose -Beginning to make a product that moves.</p> <p>Beginning to understand how to make their model stronger.</p> <p>Create and debug simple programs. - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology.</p>
Introduction to glue to join (spread, press). Explore printing using hands, fingers, feet, leaves etc. Create enclosed shapes to represent self, using a range of media - body/face (key features, circle, line).	Begin to explore different materials and textures - Free exploration/collage. Create lines and circles using a range of different media. Begin to explore colour - free exploration	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in drawings and paintings.	Continue to explore colour and colour mixing. Safely use and explore a variety of materials and tools. Explore new techniques. Talk about new creations. Begin to return to and build upon previous learning.	
Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2	
Explore different materials freely and begin to develop own ideas about how to use them and what to make. Continue to explore different textures. Begin to join different materials. Begin to create closed shapes to represent objects.	Begin to draw with increasing detail. Use drawing to represent ideas like movement. Begin to show different emotions in drawings and paintings, like happiness, sadness, fear etc. Begin to explore colour mixing.	Explore and use a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Begin to show accuracy and care when drawing	
Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2	
Explore different textures. Join different materials. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail.	Develop their own ideas and decide which materials to use to express them. Explore colour and colour mixing.	Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	

Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.				
Being Imaginative		Being Imaginative and Expressive		Music, Dance and Drama/Role Play
Autumn Term 1	Autumn Term 2	Autumn Term 1	Autumn Term 2	Year 1 NC
Begin to take part in pretend play. Imitating home experiences (home corner). Imitating life experiences linked to different seasons. Celebrations - birthday party, cards and presents. Free exploration of musical instruments. Learn to play (tapping, banging, shaking)	Begin to create own small world scenes linked to interests. Begin to create simple stories using small world, imitate own experiences (home/nursery) Autumn walk - people, trees, animals. Listen with increased attention to sounds. Tune into body percussion sounds (body parts) Begin to move to a steady beat (beat/march) Sing and remember some simple rhymes and songs. Play instruments with increasing control	Begin to watch and talk about dance and performance art - What type of dance/music is it? Use adjectives to describe music such as happy, sad, slow, fast, bouncy) Watch live music/dance performances linked to festivals (perform, celebrate, audience, musician, dancer) Begin to explore and engage in music making and dance - Invent and dance/play music to show different emotions. (see PSE)	Take part in simple pretend play - Family/play date role play (role, pretend, imagine) Begin to develop complex stories using small world equipment. Begin to develop storylines in their pretend play, including those linked to focus texts (story language, character, beginning, middle, end) Begin to listen attentively, move to and talk about music, expressing their feelings and responses - How does the music make me feel? (see PSE) Sing in a group or on their own - Engage in circle and partner songs. Begin to make own verse for familiar song.	Can dance in time to a simple rhythm. Use vocabulary and movements to match the character they are playing. Creates props to suit their role play idea without support from an adult. Beginning to use my own ideas to make something. Choosing appropriate tools and resources. Beginning to have an understanding of artists and begin to talk about some artists -Begin to give an opinion on art. Begin to ask questions about a piece of art. Begin to explain my own ideas when making something. Begin to describe how things work.
Spring Term 1	Spring Term 2	Spring Term 1	Spring Term 2	
Begin to respond to what they have heard, expressing their thoughts and feelings. Begin to remember and sing songs. Begin to sing the pitch of a tone sung by another person (pitch match) Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Play instruments with increasing control to express their feelings and ideas. Take part in simple and pretend play and begin to use an object to represent something else. Begin to develop stories using small world equipment. Begin to make imaginative 'small worlds'	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	
Summer Term 1	Summer Term 2	Summer Term 1	Summer Term 2	
Play instruments with increasing control to express their feelings and ideas. Take part in simple pretend play using an object to represent something else even though they are not similar.	Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match) Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Develop complex stories using small world equipment. Make imaginative and complex 'small worlds'	Sing a range of well-known nursery rhymes and songs.	Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and when appropriate, try to move in time with music.	