

Curriculum in EYFS

Nursery Progression

‘Know hows…’

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| **Communication and Language**  Intent - Communication and language involves igniting enthusiastic communicators. Genuine interactions encouraging children to express themselves as confident speakers and listeners. Building a rich vocabulary to draw from as children grow. Developing understanding through hearing and focus. | | |
| **Listening, Attention and Understanding**  **ELG:** Listen attentively and respond to what they hear with relevant questions, comments and actions hen being read to and during whole class discussions and small group interaction, 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. | | |
| **N2** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to concentrate for slightly longer periods. (3 minutes - 6 minutes). * To know how to join in with rhymes and songs by making sounds and by moving body. * To know how to respond to adults making sounds and moving their bodies. * To know how to respond to my own name and will change my activity when encouraged to by adults. * To know how to be able to match objects to names and will bring my favourite toy when asked. * To know how to respond to simple requests especially when shown first by an adult. * To know how to be able to understand and respond to simple questions and instructions, e.g. 'where is your shoe?' and 'show me your nose’. | * To know how to identify characters and actions in my favourite books. * To know how to understand and respond to a question or instruction/request that has two parts, such as: “Get your coat and wait at the door”. * To know how to respond to simple questions, using simple sentences (starting to), including understanding why questions. * To start to know how to identify objects according to simple properties. * To know how to initiate some actions in play that are familiar, from home. * To know how to focus on adults as they read or sing, responding with sounds and movements. * To know how to begin to listen to longer stories and remember some of the events. * To know and join in with rhymes and familiar stories. * To know and understand between 200 and 500 words. * To know how to identify characters and actions in my favourite books. | * + To know how to be able to respond to a string of requests one after another.   + To know how to listen to and follow directions.   + To know how to follow instructions using prepositions. * To know how to be able to ask and respond to ‘why’ questions, like: “Why do you think the caterpillar got so fat?” and be respond * To know how to be an active listener as I speak and play, responding to comments e.g. turn head and focus on adults and friends.   + To know how to be able to follow a story with props and pictures.   + To know how to listen to longer stories and can remember much of what happens.   + To know how to remember and join in with rhymes and familiar stories. |

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| **Speaking**  **ELG:** Participates in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary, offering 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 feeling 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. | | |
| **N2** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to use everyday words to talk about people I know. * To know how to start to put short sentences together with 2-3 words, including making requests, e.g. ‘more juice’ or ‘bye mummy’. * To know how to use between 100-200 single words*.* These will become more recognisable to others. | * To know how to express feelings, desires, needs. * To begin to know how to use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” * To know how to start a conversation with an adult or a friend and begin to continue it for many turns. * To know how to ask simple questions. * To know how to talk about familiar books and begin to retell simple events. * To know how to use longer sentences of four words. * To know, remember and use new words, their vocabulary increases rapidly. | * To knows how to link simple sentences (starting to). * To know how to use sentences joined up with words like ‘because’, ‘or’, ‘and’ – I like cats and dogs. * To know how to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. * To know how to explain, in simple sentences, what happened and what might happen. * To know how to answer simple ‘why’ questions. * To know how to use tense (future and past tense, e.g. “I am going to the park” and “I went to the shop”), intonation and rhythm to enhance meaning. * To know how to use vocabulary to express imaginary events in play/role-play, sometimes building stories around toys and objects. * To know how to use talk to organise themselves and their play. * To know how to sing a large repertoire of songs and rhymes. * To know how to tell a long story, linked to familiar books or characters. * To know how to use sentences of 4 to 6 words. * To know how to answer simple ‘why’ questions. |

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| **Personal, Social and Emotional Development**  Personal, social and emotional development involves: helping children to develop caring and trusting relationships based on our Catholic values. Showing kindness and respect through solving disagreements together. Nurturing and forming positive relationships so children with the skills they need to regulate themselves. Encouraging children to cultivate a good self-image, having confidence to be risk takers and independent learners. | | |
| **Managing Self**  **ELG:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain 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 | | |
| **N2** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know that some things are mine, some things are shared and some things belong to other people. * To know that they can gain comfort from familiar adults, when needed. * To know how to respond to the feelings and wishes of others (begin to). * They have a growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. * They have a growing ability to distract themselves when upset, e.g. by engaging in a new play activity. * To know how to develop appropriate ways of being assertive. | * To know about and be aware of others’ feelings, e.g. I show concern if I hear crying or show excitement if I hear a familiar happy voice. * To know how to respond to a few appropriate boundaries, with encouragement and support. * To know how to express their own feelings (including by talking) such as sad, happy, cross, scared, worried. * To know that some actions can hurt or harm others. * To know how to try to help or give comfort when others are distressed. * To know how to inhibit their own actions/behaviours, e.g. stop myself from doing something I shouldn’t do. * To know about and increasingly follow rules without adult reminders, understanding why they are important. * To know how to be increasingly independent in meeting their own care needs, e.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly. * To know how to talk with others to solve conflicts – with adult support. | * To have awareness of, and talk about, own and others feelings and know that some actions and words can hurt others’ feelings. * To know how to begin to accept the needs of others and can take turns and share resources, sometimes with support from others. * To know how to tolerate delay when their needs are not immediately met and understand that their wishes may not always be met. * To know how to usually adapt their behaviour to different events, social situations and changes in routine. * To know how to make healthy choices about food, drink, activity and tooth brushing |

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| **Building Relationships**  **ELG:** Work and play cooperatively and take turns with others, form positive attachments to adults and friendships with peers, show sensitivity to their own and others’ needs. | | |
| **N2** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to play alongside others and starting to show an interest in other’s play. * To know how to play with increasing confidence on their own and alongside other children, because they know their key person is near by and available. * To know how to play cooperatively with a familiar adult, e.g. rolling a ball back and forth. | * To know how to start to join in with other’s play. * To know how to seek out others to share experiences. * To know how to form a special friendship with another child. * To know how to show affection and concern for people who are special to me.   To show effortful control. | * To know how to keep play going by responding to what others are saying or doing. * To know how to demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. * To know how to initiate play, offering cues to peers to join me. * To know how to play with one or more other children, extending and elaborating play ideas e.g. building up a role-play activity with other children. * To know how 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. |

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| **Self-Regulation**  **ELG**: Shows 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 focussed 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. | | |
| N2 | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to explore new toys and environments, independently. * To know how to separate from my main carer. * To know how to join in a range of activities that interest me. * To know how to develop their sense of responsibility and enjoy the responsibility of carrying out small tasks. * To know how to welcome and value praise for what they have done. * To know how to express my own preferences and interests. | * To know how to be increasingly confident to talk to other children when playing together. * To know how to demonstrate a sense of self as an individual, e.g. want to do things independently, say “No” to adult. * To know how to select and use resources with support. * To know how to select and use activities and resources, with help when needed. This helps me to achieve a goal I have chosen, or one which is suggested to me. * To know how to become more outgoing with unfamiliar people, in the safe context of their setting. * To know how to show more confidence in new social situations   To know how to develop their membership of a community. | * To know how to select and use activities and resources. * To know how to be confident to talk to other children when playing and will communicate freely about my own home and community. * To know how to be outgoing towards unfamiliar people and more confident in new social situations. * To know how to show confidence in asking adults for help. |

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| **Physical Development**  Physical development involves being active which allows children to develop an understanding of the importance of exercise and healthy choices. Ensuring good brain development as a pathway to learning and emotional wellbeing. The development of agility, balance and co-ordination as a fundamental life skill. | | |
| **Gross Motor Skills**  **ELG**: 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. | | |
| **N2** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to walk upstairs or downstairs holding onto a rail, two feet on a step. * To know how to use wheeled toys with increasing skill – pedalling a trike/holding handle bars/sitting astride. * To know how to climb onto apparatus. * To know how to run safely on my whole foot. * To know how to squat to pick up toys. * To know how to kick a ball. * To know how to stand on one foot, with support. * To know how to control my whole body and begin to negotiate space and objects. * Know how to move spontaneously within available space. | * To know how to stand momentarily on one foot when shown. * To know how to respond and move to rhythm and music. * To know how to stop confidently when moving around the environment and can now run safely (no longer whole foot). * To know how to use large-muscle movements to wave flags and streamers, paint and make marks. * To know how to squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands. * To know how to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * To know how to go up steps and stairs, or climb up apparatus, using alternate feet. * To know how to choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. | * To know how to catch a large ball. * To know how to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. * To know how to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. * To know how to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. * To know how to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. * To know how to increasingly use and remember sequences and patterns of movements which are related to music and rhythm. * To know how to take part in some group activities which they make up for themselves, or in teams. (starting to)   To know how to skip, hop, stand on one leg and hold a pose for a game like musical statues. |

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| **Fine Motor Skills**  **ELG**: 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, paintbrushes, and cutlery, begin to show accuracy and care when drawing. | | |
| **N2** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To develop manipulation and control when using mark making tools (cylindrical/digital) * To know how to begin to use one-handed tools and equipment. | * To know how to make simple models using construction toys. * To know how to use one-handed tools and equipment, for example, making snips in paper with scissors. * To know how to pick up small objects using a fine pincer grasp. * To know how to use a comfortable grip with developing control when holding pens and pencils (starting to) - digital/modified tripod * To show a preference for a dominant hand. | * To know how to use a comfortable grip with good control when holding pens and pencils - modified tripod/tripod. * To know how to hold a pencil near the point between first two fingers and thumb and use it with good control (modified tripod) * To know how to start eating independently and learning how to use a knife and fork * To know how to be increasingly independent as I get dressed and undressed, for example, putting coats on and doing up zips * To know how to use pincers, tweezers and threading equipment with increasing control and confidence. |

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| **Literacy**  It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). | | |
| **Writing**  **ELG:** Children will 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. | | |
| **N2** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to enjoy drawing freely * To know how to add marks to their drawings, which they give meaning to, For example, “That says mummy.” * To know that I can make marks to represent letters | * To know how to write the initial sound of my name * To know how to use some of their print and letter knowledge in their early writing (starting to). For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. | * To know how to write some letters accurately. * To know how to write some or all of their name. * To know how to use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. |

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| **Comprehension and Word Reading**  **ELG:** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  **ELG:** 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. | | |
| **N2** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know that print has a meaning. * To know that we read English text from left to right and from top to bottom. * To know about page sequencing. * To know how to repeat and recall phrases from familiar stories. | * To know that print can have different purposes. * To know how to recall and then retell simple events from a story, learning and applying new vocabulary. * To hear rhyming words. * To know how to clap syllables in a word. * To begin to know how to orally blend and segment. | * To know how to engage in extended conversations about stories, learning and applying new vocabulary. * To know the name of the different parts of a book. * To know and recognise words with the same initial sound, such as money and mother. * To spot and suggest rhyming words. * To know how to count and clap syllables in a word. * To know how to orally blend and segment. |

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| **Mathematics**  Mathematics involves developing good number sense to solve problems in practical situations and everyday life. Practising visualisation to support understanding and problem solving. The opportunity to explore and experience shapes, space and measures in everyday context. The aim for each learner is to become a confident mathematician. |
| **Number**  **ELG:** Have a deep understanding of number to 10, including the compositions of each numbers, subitise up to 5, Automatically recall number bonds up to 5 and some number bonds to 10 including double facts  **Numerical Patterns**  **ELG**: Verbally count beyond 20, recognising the patterns of the counting system, compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the dame 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. |

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| **N2** | | |
| **Advent** | **Lent** | **Pentecost** |
| **Comparison**   * To know how to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3 * To begin to know how to compare contrasting quantities using language ‘more than’.   **Counting**   * To know how to recite numbers to 3 * To know how to say one number name for each item in order: 1,2,3   **Cardinality**   * To begin to know and recognise up to 2 objects without having to count them individually – starting to (Subitising) * To know the last number reached when counting a small set of objects (up to 3) tells you how many there are in total   **Composition**   * To know how to solve real world mathematical problems with numbers up to 3 * To know how to experiment with my own symbols and marks, representing amounts up to 3 | **Comparison**   * To know how to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 4 * To begin to know how to compare contrasting quantities, using language ‘more than’ and ‘fewer than’   **Counting**   * To know how to recite numbers to 5 * To know how to say one number name for each item in order: 1,2,3, 4   **Cardinality**   * To know and develop fast recognition of up to 2 or 3 objects without having to count them individually (Subitising) * To know the last number reached when counting a small set of objects (up to 4) tells you how many there are in total   **Composition**   * To know how to solve real world mathematical problems with numbers up to 4   To know how to experiment with my own symbols and marks as well as some numbers, up to 4 | **Comparison**   * To know how to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 * To know how to compare quantities up to 5, using language ‘more than’ and ‘fewer than’   **Counting**   * To know how to recite numbers past 5 * To know how to say one number name for each item in order: 1,2,3,4,5   **Cardinality**   * To know and develop fast recognition of up to 3 objects without having to count them individually (Subitising) * To know the last number reached when counting a small set of objects (up to 5) tells you how many there are in total   **Composition**   * To know how to solve real world mathematical problems with numbers up to 5. * To know how to experiment with their own symbols and marks as well as numbers, up to 5 |

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| **Shape, Space and Measures** | | |
| **N2** | | |
| **Advent** | **Lent** | **Pentecost** |
| **Spatial awareness**   * To begin to know and understand position through words alone (no pointing) e.g. the bag is under the table   **Shape**   * To begin to know how to talk about and explore 2D and 3D shapes using informal language * To begin to know how to select shapes appropriately: flat surfaces for building, a triangular prism for a roof…   **Pattern**   * To know how to talk about and identify patterns around me e.g. stripes on clothes. * To know how to use informal language like ‘pointy’ ‘Spotty’   **Measures**   * Time: To begin to know how to describe a sequence of real events – count down to an event, talk relating to days of the week, talk relating to time within a day (morning, too soon, in a minute…) * To begin to know how to make comparisons between objects relating to size and length | **Spatial awareness**   * To know and understand position through words alone (no pointing) e.g. the bag is under the table * To know how to describe a familiar route   **Shape**   * To begin to know how to talk about and explore 2D and 3D shapes using informal and some mathematical language * To know how to select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc   **Pattern**   * To know how to extend and create an ABAB pattern – stick-leaf-stick-leaf   **Measures**   * Time - To begin to know how to describe a sequence of real events - sequencing real life events, talk relating to days of the week, talk relating to time within a day (morning, too soon, in a minute…) * To begin to know how to make comparisons between objects relating to size, length, weight and capacity | **Spatial awareness**   * To know how to discuss routes and locations, using words like ‘in front of ’and ‘behind’   **Shape**   * To know how to talk about and explore 2D and 3D shapes using informal and mathematical language * To know how to combine shapes to make new ones – an arch, a bigger triangle…   **Pattern**   * To notice and know how to correct an error in a repeating pattern   **Measures**   * Time - To begin to know how to describe a sequence of real and fictional events - using words such as ‘first’, ‘then...’ * To know how to make comparisons between objects relating to size, length, weight and capacity |

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| **Shape, Space and Measure** |

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| **N2** | | |
| **Advent** | **Lent** | **Pentecost** |
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| **Understanding the World**  Understanding the world involves experiencing and valuing culture, community and environment. Developing positive interactions which show care and concern for all aspects of God’s world. Exploring and observing the world through people, places and technology. | | |
| **Understanding the World: Past and Present**  **ELG**: Talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past through settings, characters and events encountered in books read in class and storytelling. | | |
| **N2** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To begin to know my own life-story. * To know my own family’s history (family tree). | * To know and begin to talk about my own life story (recalling my Learning Journey – significant events/experiences) | * To know and talk about my own life story (recalling my Learning Journey– significant events/experiences) |

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| **Understanding the world: People, Culture, and communities**  **ELG**: Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, know some similarities and differences between different religious and cultural communicates 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, nonfiction texts and (when appropriate) maps. | | |
| **N2** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To continue to develop positive attitudes about the differences between people (in relation to friends and family – similarities and differences) * To know my immediate family and relations and show interest in the lives of people who are familiar to me. * To know how to imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea in pretend play. * To begin to recognise special times or events for family or friends. | * To continue to develop positive attitudes about the differences between people (in relation to different occupations) * To know about and show an interest in different occupations. * To begin to recognise and begin to know how to describe special times or events for family or friends. | * To continue to develop positive attitudes about the differences between people (in relation to the different countries children have visited). * To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. * To recognise and know how to describe special times or events for family or friends. |

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| **Understanding the world: The natural world**  **ELG:** 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, drawings 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. | | |
| **N2** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to explore collections of materials with similar and/or different properties (Light and Dark/Torches) * To explore how things work (torches/music station). * To know to show care and concern for living things and the environment * To know how to use all my senses in hands-on exploration of natural materials (Autumn Exploration) * To know about and notice features of objects in the environment (both indoors and outdoors) * To begin to know how to talk about some of the things I have observed. | * To explore and know how to talk about how things work (Emergency Vehicles). * To know how to talk about the differences between materials and changes they notice (Winter Exploration/Melting). * To know how to explore collections of materials with similar and/or different properties (Spring Exploration/Natural Art) * To begin to know and understand that I need to respect and care for the natural environment and all living things (Bird Watch). * To know how to talk about some of the things I have observed/what I see. | * To know about and understands the key features of the life cycle of an animal (caterpillars). * To know about and understands the key features of the life cycle of a plant (Sunflower seeds, edible schools) * To know how to plant seeds and care for growing plants. * To know about and is developing an understanding of growth, decay and changes over time (plant lifecycle/caterpillar lifecycle/reflection on seasons across the year). * To know how to explore and talk about different forces they can feel (object pushes down/water pushes up). * To know how to talk about the differences between materials and changes they notice (Summer Exploration). * To explore and know how to talk about how things work (Bee-bots). * To know how to ask questions about aspects of my familiar world such as the place where I live or the natural world. * To know how to talk about some of the things I have observed - simple explanation. * To begin to know and understand that I need to respect and care for the natural environment and all living things – talking about my ideas. |

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| **Expressive Arts and Design**  Expressive Arts and Design involves an individual expression of creativity through a variety of media. Innovation and process are highly valued as children exercise freedom of choice and develop critical thinking. Creative expression promotes the articulation of feelings and thoughts in an enjoyable and physically active manner. |
| **Expressive arts and design: Creating with materials**  **ELG:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation , explaining the process they have used, make use of props and materials when role playing character in narratives and stories. |

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| **N2** | | |
| **Advent** | **Lent** | **Pentecost** |
| * To know how to begin to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’ * To begin to know how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. * To know how to explore colours, including beginning to combine colours. * To explore different materials, knowing how to use all their senses to investigate them. * To know how to use various construction materials. | * To know how to use lines to enclose a space and then begin to use these shapes to represent objects. * To know how to use drawing to represent ideas like movement or loud noises. * To explore colours and begin to know how to colour mix. * To begin to know how to join different materials and explore different textures, in order to develop their ideas about how to use them and what to make. * To know how to begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces. | * To know how to draw with increasing complexity and detail, such as representing a face with a circle and including details. * To know how to show different emotions in their drawings and paintings, like happiness, sadness, fear etc. * To explore colours and know how to colour mix. * To know how to join different materials and explore and describe different textures. * To know how to develop their own ideas and then decide which materials to use to express them. * To know how to join construction pieces together to build and balance. |

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| **Expressive arts and design: Being imaginative and expressive**  **ELG:** Invent, adapt and recount narratives and stories with peers and their teacher, sing a range of well know nursery rhymes and songs, perform songs, rhymes poems and stories with others and (when appropriate) try to move in time with music. | | |
| **N2** | | |
| Advent | Lent | Pentecost |
| * To start to develop pretend play, knowing how to pretend that one object represents another. * To show interest in the way musical instruments sound and begin to listen with increased attention. * To begin to know how to sing a few familiar songs * To explore how to play a range of sound-makers and instruments (banging, shaking, tapping or blowing) and experiment with ways of playing them (loud/quiet, fast/slow)  |  | | --- | |  | | * To know how to engage in imaginative role-play based on own first-hand experiences. * To know how to take part in simple pretend play, using an object to represent something else even though they are not similar. * To know how to listen with increased attention to sounds. * To know how to begin to imitate movement in response to music * To begin to remember and sing entire songs. * To know how to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * To explore and know how sounds can be changed. | * To know how to make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. * To begin to know how to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. (starting to) * To know how to respond to what they have heard, expressing their thoughts and feelings. * To know how to imitate and begin to create movement in response to music, including expressing feelings. * To remember and sing entire songs. * To know how to sing the pitch of a tone sung by another person (‘pitch match’). * To know how to create their own songs, or improvise a song around one they know. * To know how to tap out simple repeated rhythms (alongside words). * To know how to play instruments with increasing control to express their feelings and ideas. |