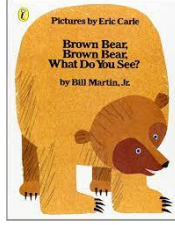
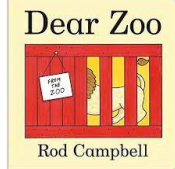
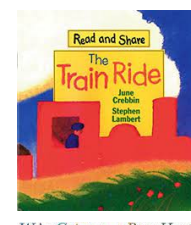

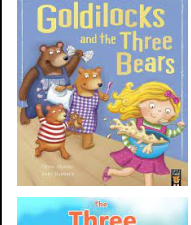
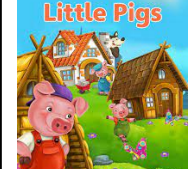
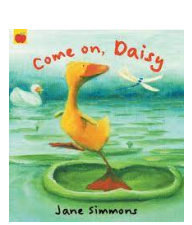
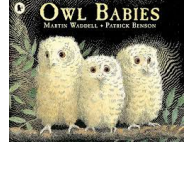
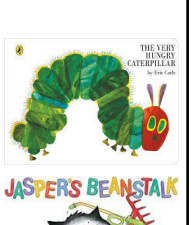
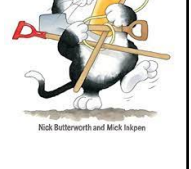
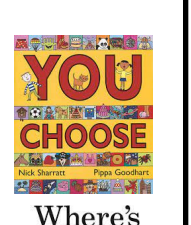
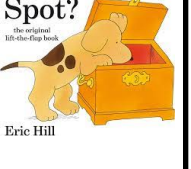
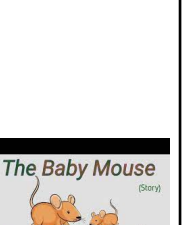
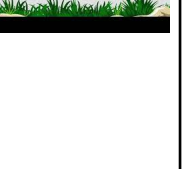
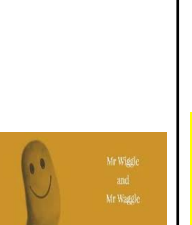
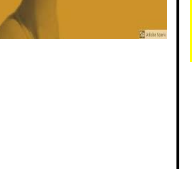


# Long Term Planning- EYFS 2023-2024

## Early Years Foundation Stage Long Term Overview

ST PETER'S CATHOLIC PRIMARY SCHOOL	Nursery						Foundation 2					
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Value	Love	Forgiveness	Respect	Aspire	Listen	Persevere	Love	Forgiveness	Respect	Aspire	Listen	Persevere
Theme	Colours	Jouneys Christmas	Traditional stories	Farms	Growing and planting	Keeping safe	Colours	Journeys Christmas	Traditional stories	Farms	Growing and planting	Keeping Safe
Experiences	Rainbow day - parents invited	Christingle  Nativity	Reading - bring your grown ups to school	Owl man or animals in school  Easter Experience	Butterflies & Planting	Fire, police, nurse etc Trip to toy town	Rainbow day - parents invited	Christingle at church Nativity	Reading - bring your grownups to school	Animals in school or farm visit  Easter Experience	Butterflies & Planting	Fire, police, nurse etc Trip to toy town
English Reading	e		Initial sounds, Rhymes and Syllables		Single letter sounds and Phrases		Set 1 Speed sounds and CVC words		Introduction to special friends and four sound words		Set 2 Speed Sounds and words with special friends	
English Writing	Fine Motor Skills		Mark Making		Letter formation	Name Writing	Letter Formation	CVC words	Caption writing		Simple sentences	
Linked Story	 	 	 	 	 	 	 	 				
Text Type	Wishing Tale	Rhyming stories	Exploratory Text	Wishing Tale Journey story	Cumulative Tale Warning Tale	Cumulative Tale Lost and Found	Journey Story	Journey Story	Cumulative Tale	Beating the Baddie	Cumulative Tale	Lost and Found
Writing Opportuni ties							<b>Imitation</b> Label a mouse (SB) Writing speech (SB) Notes to our Mummies (SB)  Recount Of Teddy Bear Picnic Retelling the story  <b>Innovate</b> How to look after a _____ instruction s _____	<b>Imitation</b> Speech (SB) Onapatepea Words (SB) Captions (SB)  Retelling Story  Other linked Retell nativity Fireworks onomatopoeia (SB) Staying safe on bonfire night  <b>Innovate</b>	<b>Imitation</b> Captions (SB) Labelling a Gingerbread man (SB) Chinese new year themed writing opp  Instructions: Making and Gingerbread man Retell the story  <b>Innovate</b> A treat rolling	<b>Imitation</b> Captions (SB) Speech animals to the duck (SB) On the farm Poem (SB)  Retelling the story Diary write POV Duck  <b>Innovate</b> Change the setting.  Speedy sentences	<b>Imitation</b> Vegetable descriptions (SB) Captions (SB) Speech (SB)  Thank you Letter Instructions for soup  <b>Innovate</b> The enormous _____  Speedy sentences	<b>Imitation</b> Label a castle (SB) Woods description (SB) In the woods I saw.... Poem (SB)  <b>Innovate</b> The _____ that missed.  Speedy sentences

							Retell The Baby	_____and _____	away. Speedy sentences			
<b>Key Themes</b>	Using continuous provision areas and social stories.	Where can we go in the world: desert, volcano, Forest, Beach, City Space		Weather			My Family and what makes me special	Celebrations- what tradition do we have in school. What traditions do me and my family have?	Making Gingerbread men	Trip to a farm	Planting and growing Vegetables	Visit to a castle
	Hug, who lives at home? How do we grow and change?	Who are my family and friends? Jobs- Firefighters	Colors and animals	Snow and ice, changing states.	Minibeasts	Vets/animals Pets	Social stories around provision areas and our role within Apple Class	Christmas- the story and how do we celebrate it?	Explore the changing season- WInter (frost, snow, rain)	Explore the changing season- spring	How do plants grow?	What animal lives in the woods?
	Dear Zoo, naming zoo animals. What does a zoo keeper do?	Local Habitats trip to the supermarket?	Traditional stories	Growing plants,	Lifecycles of butterflies.	Story sequencing retelling a story	Looking after ourselves. What do we need?	Fire brigade in to do safety talk	Draw and label simple maps- build a simple map in the small world.	Farm animals	Who do plants grow from?	Who lives in a castle
		Nativity Christmas decorations What happens at christmas? Christmas traditions.	Goodies and baddies	Where does food come from.?	Farmers and farms	Getting ready to be a red apple.	Autumn and the changing world.	Feelings and emotions	Celebrations around the world- Chinese new year	Working as a good team	Explore the changing season- spring	What do castles look like?
<b>Music</b>	Celebration Music	Christmas songs	Exploring sound	Music Movement	Musical stories	Big band	Celebration Music	Christmas songs	Exploring sound	Music Movement	Musical stories	Big band
<b>PE</b>	Introduction to PE: Unit 1	Gymnastics: Unit 1	Dance: Unit 1	Fundamentals Unit 1	Ball Skills: Unit 1	Games: Unit 1	Introduction to PE: Unit 2	Gymnastics: Unit 2	Dance: Unit 2	Fundamentals Unit 2	Ball skills: Unit 2	Games: Unit 2
<b>RE</b>	God	Christmas Diwali	Chinese New Year	Easter	Bible stories and songs		God	Incarnation Diwali	Chinese New Year	Salvation	Stories about Jesus	

## Rhyme of the Week

We also build upon the children's knowledge of songs, rhymes and poems throughout the year.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1,2,3,4,5 When I was 1 Miss Polly had a Dolly The Wheels on the Bus Twinkle Twinkle Little Star Ring o'Roses	3 little Monkeys I am a greedy Crocodile Baa Baa Black Sheep When Santa Got Stuck up the Chimney Humpty Dumpty 3 little Monkeys	Baa Baa Black Sheep Down in the Jungle 5 little Speckled Frogs Old MacDonald Hickory Dickory The owl and the pussy cat	I hear thunder Rain Rain It's raining it's pouring the grand old duke of york I am a little turtle Little Miss Muffet Incy Wincy	Colours of the rainbow Row row row your boat 10 green bottles round and round the garden Two little dickie birds 3 little men in a flying saucer you are my sunshine	i love you, you love me Friar Juaque 5 little ducks 1, 2 buckle my shoe wind the bobbin up You are my sunshine

# Long Term Overview of Learning

## Communication and Language

Foundation 1		
Autumn	Spring	Summer
<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use longer sentences of four to six words.</p> <p>Use talk to organize themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Use a wider range of vocabulary.</p> <p>Develop their pronunciation but may have problems saying:                      • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>
<b>Key Learning Intentions within Direct Teaching</b>		
<p>Children join in with the rhyme of the week and take part in nativity performance.</p> <p>Children can tell an adult the characters in the story.</p> <p>Children can locate key characters within the pictures.</p> <p>Children are beginning to label emotions within the story.</p>	<p>Describing objects and their functions in relation to the topics- this is a bucket and spade we got to the beach to build sand castles.</p> <p>Locate and group objects by their properties- Can you find me something red?</p> <p>Children can name an object that could be used for a purpose, e.g. I need to plant this seed in a _____.</p>	<p>Use circle time to take part in simple scenario discussions.</p> <p>Identify similarities and differences between animals, plants and objects.</p> <p>To develop topic based vocabulary around topics.</p>
<b>Key Learning Intentions within Provision</b>		
<p>Children have access to the story of the week and associated puppets and prompts.</p> <p>Children can name a range of common/familiar objects.</p> <p>Children can speak in a simple sentence (I built a tower).</p> <p>Begin to act out parts of simple sequences of events (making breakfast in the home corner)</p> <p>Children can follow one step instructions</p>	<p>Children begin to play with their peers and take turns when talking.</p> <p>Children can use imaginative play based on familiar contexts (have a tea party)</p> <p>Answer simple why, what or how questions based on their play, how can you stop your tower from tumbling? What is this button on your model?</p>	<p>Children begin to use recently taught topic specific vocabulary within their play.</p> <p>Explain what is happening and what may happen next in pictures of familiar contexts (decorating the christmas tree)</p> <p>Begin to navigate social play in a group of 3-4 children, resolving small conflicts with some support.</p>

Children can locate similar or matching items when requested.		
<b>Foundation 2</b>		
<p>Understand how to listen carefully and why listening is important. Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>Describe events in some detail</p> <p>Use talk to help work out problems and organize thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary through the day.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use new vocabulary in different contexts</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>
<b>Key Learning Intentions within Direct Teaching</b>		
<p>Follow two step instructions (settling in, putting my things away).</p> <p>Learn stories and rhymes.</p> <p>Retell stories and rhymes.</p> <p>Develop and use key vocabulary from the class texts.</p> <p>Summarize events in a story</p> <p>Deduce how characters are feeling?</p> <p>Match tone and volume.</p>	<p>Predict what might happen next.</p> <p>Summarize key events in their life or play.</p> <p>Use small world play to retell familiar stories including key vocabulary and repeated phrases 'up the hill and down the hill'</p> <p>Use some familiar story book language.</p> <p>To be able to share experiences and comment on the experience of others</p>	<p>Deduce the feelings of characters in stories. Provide simple definitions for topic words.</p> <p>Describe objects using more than one adjective.</p> <p>Speak consistently in full sentences</p> <p>Model using a range of connectives when speaking e.g. so, but, because, and</p>
<b>Key Learning Intentions within Provision</b>		
Use small world play with story specific props to retell class stories.	Use small world play with story specific props to retell a range of story independently or in a small group.	Use small world resources flexibly to retell stories and events alongside peers.

Explore familiar stories in the book corner.		
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## Personal, Social and Emotional Development

Foundation 1		
Autumn	Spring	Summer
<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Understand gradually how others might be feeling</p>	<p>Use small world play with story specific props to retell a range of story independently or in a small group.</p>	<p>Show more confidence in new social situations.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>
Direct Teaching		
<p>Children share the following about themselves:</p> <ul style="list-style-type: none"> <li>- All about me</li> <li>- What makes me special</li> <li>- Me and my special people</li> <li>- Who can help me? (self-regulation)</li> </ul> <p>Children can name different feeling different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques)</p> <p>Know that some actions and words can hurt others feelings.</p> <p>Recognise what makes them special:</p> <p>Children explore families and what makes them the same or different.</p>	<p>Children to explore personal safety, including;</p> <ul style="list-style-type: none"> <li>- What's safe to go in my body?</li> <li>- Staying safe inside and outside</li> <li>- Online safety</li> <li>- Who keeps me safe?</li> </ul> <p>Children explore positive relationships:</p> <ul style="list-style-type: none"> <li>- Children can describe people who are special to them and describe how they care for them.</li> <li>- Children explore friendship</li> <li>- Children describe how they can help others.</li> <li>- Children care for their things and their classroom and begin to understand their role within the setting.</li> </ul>	<p>Bouncing back when things go wrong: resilience</p> <p>Yes I can: confidence and resilience</p> <p>Healthy eating (2 weeks)</p> <p>Move your body</p> <p>A good nights sleep</p> <p>Seasons</p> <p>Life stages, plants, animals, humans</p> <p>Life stages, human life stage, who will I be?</p> <p>Where do babies come from?</p> <p>Getting bigger</p> <p>Me and my body, girls and boys</p>
Within Provision		

<p>Children learn class rules and boundaries.</p> <p>Children practice basic hygiene and self-care skills such as:</p> <ul style="list-style-type: none"> <li>- Using the toilet independently</li> <li>- Washing hands</li> <li>- Making themselves breakfast.</li> <li>- Getting changed and dressing appropriately.</li> </ul>	<p>Explore rules and guidelines for using the class iPads safely, children can express what to do when something goes wrong.</p> <p>Children navigate the local environment safely.</p> <p>Children express needs and feelings to familiar adults.</p>	<p>Children begin to manage themselves and their needs more effectively are beginning to solve small conflicts with friends with support.</p> <p>Manage collaborative activities such as den building, large water play and small world activities having conversations for many turns.</p> <p>Children can label emotions within others and themselves.</p>
<b>Foundation 2</b>		
<p>Express their feelings and consider the feelings of others.</p> <p>Manage their own needs.</p> <ul style="list-style-type: none"> <li>• Personal hygiene</li> </ul>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others</p> <p>Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian</p>
<b>Direct Teaching</b>		

<p><b><u>SCARF: Me and My Relationships</u></b></p> <ul style="list-style-type: none"> <li>- All about me</li> <li>- What makes me special</li> <li>- Me and my special people</li> <li>- Who can help me? (self-regulation)</li> </ul> <p>Me and my feelings 1 &amp; 2 (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques)</p> <p>Know that some actions and words can hurt others feelings.</p> <p><b><u>SCARF: Valuing Difference</u></b></p> <ul style="list-style-type: none"> <li>- I'm special you're special</li> <li>- Same and different</li> <li>- Same and different families</li> <li>- Same and different homes</li> <li>- I am caring</li> <li>- Kind and caring</li> </ul>	<p><b><u>SCARF: Keeping myself safe</u></b></p> <ul style="list-style-type: none"> <li>- What's safe to go in my body?</li> <li>- Keeping myself safe</li> <li>- Safe indoors and outdoors</li> <li>- Listening to my feelings</li> <li>- Keeping safe online</li> <li>- People who help to keep me safe</li> </ul> <p><b><u>SCARF: Rights and responsibilities</u></b></p> <ul style="list-style-type: none"> <li>- Looking after my special people: I know that caring relationships are at the heart of happy families</li> <li>- Looking after my friends: I know what makes a good friend</li> <li>- Being helpful at home and caring for our classroom</li> <li>- Caring for our world</li> <li>- Looking after money</li> </ul>	<p><b><u>SCARF: Being my best</u></b></p> <ul style="list-style-type: none"> <li>- Bouncing back when things go wrong: resilience</li> <li>- Yes I can: confidence and resilience</li> <li>- Healthy eating (2 weeks)</li> <li>- Move your body</li> <li>- A good nights sleep</li> <li>- Importance of exercise</li> <li>- Being kind to living creatures</li> <li>- Taking care of animals (frogs/butterflies)</li> </ul> <p><b><u>SCARF: Growing and changing</u></b></p> <ul style="list-style-type: none"> <li>- Seasons</li> <li>- Life stages, plants, animals, humans</li> <li>- Life stages, human life stage, who will I be?</li> <li>- Where do babies come from?</li> <li>- Getting bigger</li> <li>- Me and my body, girls and boys</li> </ul>
<p><b>ELSA- Friendship and social skills intervention EYFS</b></p>		
<p style="text-align: center;"><b>Carpet Sessions:</b> I can co-operate and be part of a group. I can tell you what it means to be kind and helpful.</p> <p style="text-align: center;"><b>Activities Once Per Half Term</b> Baking Board Games Co-Operative Game Outdoor Learning One Whole School Event- Nativity</p>	<p style="text-align: center;"><b>Carpet Sessions:</b> I can follow instructions by listening carefully. I can understand that I make my own choices about my behavior.</p> <p style="text-align: center;"><b>Activities Once Per Half Term</b> Baking Board Games Co-Operative Game Outdoor Learning One Whole School Event- Book Day</p>	<p style="text-align: center;"><b>Carpet Sessions:</b> I can understand what it means to hurt someone's feelings. I can tell you when something isn't fair and how to make it fair.</p> <p style="text-align: center;"><b>Activities Once Per Half Term</b> Baking Board Games Co-Operative Game Outdoor Learning One Whole School Event- Sports day St Peter's Day</p>
<p><b>Within Provision</b></p>		

<p>Children can independently wash hands at the appropriate times and are confident in expressing their basic needs when necessary.</p> <p>Children understand and follow the classroom rules with few reminders.</p> <p>I know what it means to be respectful and to be treated with respect.</p> <p>Independence: putting own socks and shoes on.</p>	<p>Children can use iPads safely and tell an adult when they need help.</p> <p>Children explore jobs and responsibilities e.g. pets, the natural world, babies, people who help us.</p>	<p>Children begin to explore what it will be like in Year 1 and begin to practice some of the Year 1 skills such as:</p> <ul style="list-style-type: none"> <li>- Whole class Math lessons</li> <li>- Independent writing</li> <li>- Completing set tasks independently</li> <li>- Planning and reviewing projects.</li> </ul>
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## Physical Development

Foundation 1		
Autumn	Spring	Summer
<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>
Direct Teaching		
<p>To move safely and sensibly in a space with consideration of others.</p> <p>To develop moving safely and stopping with control.</p> <p>To use equipment safely and responsibly.</p> <p>To use different traveling actions whilst following a path.</p>	<p>To develop rolling a ball to a target.</p> <p>To develop stopping a rolling ball.</p> <p>To develop accuracy when throwing to a target.</p> <p>To develop bouncing and catching a ball.</p> <p>To develop dribbling a ball with your feet.</p>	<p>To explore different body parts and how they move.</p> <p>To explore different body parts and how they move and remember and repeat actions.</p> <p>To express and communicate ideas through movement exploring directions and levels.</p>

<p>To work with others cooperatively and play as a group.</p> <p>To follow, copy and lead a partner.</p>	<p>To develop kicking a ball.</p>	<p>To create movements and adapt and perform simple dance patterns.</p> <p>To copy and repeat actions showing confidence and imagination.</p> <p>To move with control and co-ordination, linking, copying and repeating actions.</p>
<b>Within Provision</b>		
<p>Children demonstrate balance and take appropriate care when climbing, walking and running</p> <p>Children negotiate space safely both in outside provision and inside</p> <p>Children are beginning to take turns whilst playing in a group.</p> <p>Children are benign to follow instructions for games with some support</p> <p>Use tyre swings and slacklines within outdoor provision with some independence and confidence.</p>	<p>Children complete cutting skills activities, demonstrating cutting; straight lines, curved lines wavy lines and zig-zags.</p> <p>Children explore equipment in the sand and mud areas, choosing appropriate.</p> <p>Children can use balls in a range of ways.</p> <p>Children begin to negotiate space whilst playing with larger equipment e.g. planks/pipes</p>	<p>Use large water equipment, safely and collaboratively to move water from one place to another.</p> <p>Use den building equipment to create simple shelters and houses that are safe, collaboratively and safely.</p> <p>Use outdoor stage to perform songs familiar and use instruments to explore rhythm.</p> <p>Continue to improve fine motor skills with a range of activities such as:</p> <ul style="list-style-type: none"> <li>- Threading</li> <li>- Cutting</li> <li>- Sticking</li> <li>- Writing</li> <li>- Drawing</li> <li>- painting</li> </ul>
<b>Foundation 2</b>		
<p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop overall body-strength, balance, coordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
<b>Direct Teaching</b>		
<p>To move around safely in space.</p>	<p>To develop rolling a ball to a target.</p>	<p>To explore different body parts and how they move.</p>

<p>To follow instructions and stop safely.</p> <p>To stop safely and develop control when using equipment.</p> <p>To follow instructions and play safely as a group.</p> <p>To follow a path and take turns.</p> <p>To work cooperatively with a partner.</p>	<p>To develop stopping a rolling ball.</p> <p>To develop accuracy when throwing to a target.</p> <p>To develop bouncing and catching a ball.</p> <p>To develop dribbling a ball with your feet.</p> <p>To develop kicking a ball.</p>	<p>To explore different body parts and how they move and remember and repeat actions.</p> <p>To express and communicate ideas through movement exploring directions and levels.</p> <p>To create movements and adapt and perform simple dance patterns.</p> <p>To copy and repeat actions showing confidence and imagination.</p> <p>To move with control and coordination, linking, copying and repeating actions.</p>
<b>Within Provision</b>		
<p>Children demonstrate balance in outdoor and indoor provision.</p> <p>Can independently choose and manage games equipment.</p> <p>Negotiate space and accommodate for other children where needed.</p> <p>Follow instructions for simple games consistently</p> <p>Play cooperative games</p>	<p>Children are beginning to consistently use the correct pencil grip for writing and drawing.</p> <p>Children begin to make marks for longer periods of time.</p> <p>Children create art using a range of brushes and stampers.</p> <p>Children chop fruits and vegetables.</p> <p>Children can independently use cutlery</p>	<p>Use a range of large materials to build structures and accomplish tasks such as moving water and building specific buildings or vehicles collaboratively and safely.</p> <p>Combine and range of movements with fluency.</p> <p>Select appropriate tools to complete fine motor tasks with consistent accuracy e.g.</p> <ul style="list-style-type: none"> <li>- Threading</li> <li>- Cutting</li> <li>- Sticking</li> <li>- Writing</li> <li>- Drawing</li> <li>- painting</li> </ul>

## Literacy

Autumn	Spring	Summer
<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul>	<p>Write some letters accurately.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul>	<p>Write some or all of their name.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>
<b>Direct Teaching</b>		

<p><b>Literacy</b> I can fill in missing words from well-known rhymes I can show a preference for a book or a song or a rhyme. I can identify myself in a story and show enjoyment for stories about familiar people</p> <p><b>Word Reading</b> I can join in with rhymes and stories I can identify rhymes. I can join in with the rhythm of well-known rhymes and songs.</p> <p><b>Writing</b> I can randomly scribble on the page, sometimes with both hands. I can begin to balance when sitting. I can make connections between my actions and the marks being made. I can control the marks on the page.</p>	<p><b>Literacy</b> I am beginning to be aware of the way stories are structured. I can describe main story settings, events and principal characters. I can make suggestions about what might happen next in a story</p> <p><b>Word Reading</b> I can understand that print has meaning I know that print can have different purposes I know the names of the different parts of a book</p> <p><b>Writing</b> I can make connections between my actions and the marks being made. I ascribe meaning to my marks I can distinguish between the different marks I make. I can tell an adult what my marks mean</p>	<p><b>Literacy</b> I can talk about events and characters in a book I can suggest how a story might end I can describe main story settings, events and principal characters.</p> <p><b>Word Reading</b> I know that we read English text from left to right and from top to bottom</p> <p>I can ascribe meaning to other marks, like on signage. I can spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p><b>Writing</b> I can write some or all of my name. I can write some letters accurately</p>
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**Within Provision**

<p><b>Literacy</b> I can hold a book, turn the pages and indicate an understanding of pictures and print.</p> <p><b>Word Reading</b> I can notice and repeat sounds</p> <p><b>Writing</b> I can use a range of tools to make marks and show an interest in my own marks and others marks.</p>	<p><b>Literacy</b> I show interest in illustrations and print in books and print in the environment.</p> <p><b>Word Reading</b> I can hold a book the right way up and turn pages by myself</p> <p><b>Writing</b> I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can copy shapes, letter and pictures</p>	<p><b>Literacy</b> I can tell a story to friends</p> <p><b>Word Reading</b> I can identify signs and symbols in the environment and recall what they mean</p> <p><b>Writing</b> I can identify sounds from my own name in other words. I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p>
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**Foundation 2**

<p>Read individual letters by saying the sounds for them.</p> <p>Form some lower-case and capital letters correctly.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Form most lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
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Form lower-case and capital letters correctly.

### Direct Teaching

#### Literacy

- I can talk about events and characters in a story read to me.
- I can join in with rhymes and stories.
- I can fill in missing words from well-known rhymes
- Use non-fiction texts to find things out.
- Learn focus texts and recall key events
- Order events in a familiar stories.

#### Word Reading

- I can handle books correctly and follow print left to right, top to bottom
- I can locate the title
- I can segment and blend words orally
- I can recognise words that rhyme
- I can Link most sounds to letters
- I am beginning to blend and segment in order to read vc and cvc words
- I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print

#### Writing

- Form single letters both capital and lowercase.
- Independently identify and write the initial sound.
- Complete Planned writing opportunities for the term.

#### Literacy

- I can talk about events and characters in a story read to me.
- I can join in with rhymes and stories.
- I can fill in missing words from well-known rhymes
- Use non-fiction texts to find things out.
- Learn focus texts and recall key events
- Order events in familiar stories.

#### Word Reading

- Learn first 6 special friends
- Segment and blend vc and cvc words.
- Read and recognise their full names
- Read and recognize familiar words.

#### Writing

- Write the first 6 special friends
- Can match words to pictures using initial sound recognition
- Begin to compose simple sentences and write for a range of purposes
  - List
  - Letter
  - Instructions
  - Captions
  - Labels
- Complete Planned writing opportunities for the term.

#### Literacy

- I can talk about events and characters in a story read to me.
- I can join in with rhymes and stories.
- I can fill in missing words from well-known rhymes
- Use non-fiction texts to find things out.
- Learn focus texts and recall key events
- Order events in a familiar stories.

#### Word Reading

- Read the first 12 special friends and some set 2 sounds
- Read words continuing 4 single letter sounds
- Read words continuing special friends
- Read some common exception words

#### Writing

- Write a simple sentence containing a noun and verb and a connective independently.
- Begin to compose simple sentences and write for a range of purposes
  - List
  - Letter
  - Instructions
  - Captions
  - Labels
- Complete Planned writing opportunities for the term.

### Within Provision

#### Literacy

Explore books and stories within provision  
Track text from left to right and read text in the correct order turning pages one at a time.

#### Word Reading

CVC reading and writing activities.  
Key words from class texts and learning within provision areas.

#### Writing

Dominant hand, tripod grip, mark making, giving meaning to marks and labeling.

Mark Making opportunities:

- Name writing
- Shopping lists
- Writing initial sounds and simple captions.
- Use initial sounds to label models and images.

Writing for a purpose in role play

#### Literacy

Explore books and stories within provision  
Track text from left to right and read text in the correct order turning pages one at a time.

#### Word Reading

CVC reading and writing activities.  
Key words from class texts and learning within provision areas.

#### Writing

Dominant hand, tripod grip, mark making, giving meaning to marks and labeling.

Mark Making opportunities:

- Name writing
- Shopping lists
- Writing initial sounds and simple captions.
- Use initial sounds to label models and images.

Writing for a purpose in role play

#### Literacy

Explore books and stories within provision.  
Develop an understanding of books for different purposes.  
I am beginning to notice if my reading makes sense and looks right

I think about what I already know to help me with my reading

I can say rhymes by heart

I know that illustrations can help me make sense of my reading

#### Word Reading

CVC reading and writing activities.  
Key words from class texts and learning within provision areas.

#### Writing

Dominant hand, tripod grip, mark making, giving meaning to marks and labeling.

		<p>Mark Making opportunities:</p> <ul style="list-style-type: none"> <li>- Name writing</li> <li>- Shopping lists</li> <li>- Writing initial sounds and simple captions.</li> <li>- Use initial sounds to label models and images.</li> </ul> <p>Writing for a purpose in role play</p>
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## Maths

Autumn	Spring	Summer
<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’)</p> <p>Recite numbers past 5</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>Describe a familiar route.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf</p> <p>Notice and correct an error in a repeating pattern</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>

### Direct Teaching

<p>I can recite some number names in sequence</p> <p>I can show interest in and join in with number rhymes</p> <p>I can recite some number names past 5</p> <p>I can say when two small groups have the same number</p>	<p>I can recite some number names in sequence</p> <p>I can show interest in and join in with number rhymes</p> <p>I can extend a simple ABABAB pattern</p> <p>I can create a simple ABABAB pattern</p> <p>I can use number names to ten</p> <p>I have fast recognition of three objects</p>	<p>I can recite some number names in sequence</p> <p>I can show interest in and join in with number rhymes</p> <p>I can correct a simple pattern</p> <p>I can take one object away when asked</p> <p>I know that the last number reached when counting objects is how many in total</p> <p>I can compare quantities</p> <p>I can say one number name for each item in order to five</p> <p>I can link numerals and amounts</p> <p>I can show finger numbers up to five</p>
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### Within Provision

I can have conversations about numbers	I can bring one or two objects to and adult when asked	I can use mathematical language to describe shapes
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I can sort objects using one simple criteria I can share play toys with a friend when asked	I can experiment with my own symbols, marks and numerals I am beginning to count small quantities accurately I can show understanding of simple comparisons - more I can give one more object when asked I can identify the shape of everyday objects	I can identify numerals in the environment I can represent numbers using marks I can describe a sequence of events in order I can show understanding of simple comparisons - less I can use informal language such as 'stripy' 'pointy' when sorting objects
<b>Foundation 2</b>		
Count objects, actions and sounds to 5 Subitise Link the number symbol (numeral) with its cardinal number value. Compare numbers to 5 Understand the 'one more than/one less than' relationship between consecutive numbers. Select, rotate and manipulate shapes to develop spatial reasoning skills.	Count objects, actions and sounds to 10 Count beyond ten. Compare numbers to 10 Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Continue, copy and create repeating patterns.	Count objects, actions and sounds to 20 Compare numbers to 20 Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare length, weight and capacity.
<b>Direct Teaching</b>		
<b>See Power Maths Planning and Resources</b>		

## Understanding the World

Autumn	Spring	Summer
Use all their senses in hands-on exploration of natural materials.  Talk about what they see, using a wide vocabulary.  Begin to understand the need to respect and care for the natural environment and all living things.  Continue developing positive attitudes about the differences between people.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Explore collections of materials with similar and/or different properties.  Show interest in different occupations.  Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an animal. Talk about the differences between materials and changes they notice.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Begin to make sense of their own life-story and family's history.  Explore how things work.  Explore and talk about different forces they can feel.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
<b>Direct Teaching</b>		
Being part of the apple class and St Peters.	I show interest in different occupations (Eg: fire fighters/nurse/police officers)	Discuss family customs and routines

<p>Which stories are special and why? Diwali</p> <p>What is special about our world?</p> <p>I can remember and talk about significant events in my own experience</p> <p>What times are special and why?</p> <p>Which stories are special and why? Christmas</p> <p>What times are special and why?</p> <p>I can develop my sense of responsibility and membership of a community</p> <p>What is special about our world?</p> <p>I can talk about places in and around school</p>	<p>I can recognise similarities and differences</p> <p>Which stories are special and why? Easter</p> <p>I can talk about environments in stories</p> <p>I can talk about places I have visited (e.g.: the park/ASDA)</p> <p>I am beginning to notice changes in my environment</p> <p>What times are special and why? Chinese new year</p> <p>I can identify where things belong in my environment Eg: where my bottle/coat/painting goes</p> <p>Awe and wonder: growth and change of animals</p>	<p>Which people are special and why?</p> <p>Being special: where do we belong?</p> <p>Belonging to their family</p> <p>Discuss photographs of myself and familiar people and objects</p> <p>I am curious about people and show interest in stories about myself and my family</p> <p>I know that I have similarities and differences that connect me to and distinguish me from others</p> <p>I can begin to make sense of my own life-story and family's history</p> <p>I can talk about what I was like when I was a baby</p> <p>I can see my new friends have similarities and differences that connect them to, and distinguish them from, others</p>
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**Within Provision**

<p>I can make observations about my immediate environment</p> <p>I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>I enjoy celebrating my birthday and that of others</p>	<p>I can make observations about my immediate environment</p> <p>I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>I enjoy celebrating my birthday and that of others</p> <p>I can follow positional language instructions</p> <p>In pretend play I can imitate everyday actions and events from my own family and cultural background</p>	<p>I can make observations about my immediate environment</p> <p>I can, in pretend play, imitate everyday actions and events from my own family and cultural background, e.g. making and drinking tea.</p> <p>I enjoy celebrating my birthday and that of others</p> <p>I am beginning to talk about and describe changes in my environment</p>
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**Foundation 2**

<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p>	<p>Draw information from a simple map.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise some environments that are different from the one in which they live.</p>
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Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Explore the natural world around them. Describe what they see, hear and feel whilst outside.
Understand the effect of changing seasons on the natural world around them.	Understand the effect of changing seasons on the natural world around them.	Understand the effect of changing seasons on the natural world around them.

**Direct Teaching**

<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>I can describe people who are familiar to me</p> <p>Show interest in the lives of other people who are familiar to me</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Can draw similarities and make comparisons between other families.</p> <p>Name and describe people who are familiar to them.</p> <p>Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes</p> <p>I can talk about significant events in my own experience</p> <p>I can recognise and describe special times or events for family or friends</p>	<p>I can recognise that people have different beliefs and celebrate special times in different ways</p> <p>I can draw a simple map</p> <p>I can draw information from a simple map</p> <p>I can show an interest in different occupations and ways of life</p> <p>I can ask questions about aspects of my familiar world such as the place where I live or the natural world</p> <p>I can talk about why things happen: making gingerbread</p> <p>Celebrate Chinese New year</p> <p>Recognising that people have different beliefs</p> <p>Respecting difference</p> <p>Talk about lives of people around us Similarities and differences between countries/environments/China</p> <p>Knowing there are different countries in the world (China)</p> <p>Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different?</p> <p>I can describe special events (Easter)</p> <p>I can tell you what a plant needs to grow (growing the beanstalk)</p> <p>I can recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Growth &amp; Change: butterfly life cycle</p> <p>I can show care and concern for living things in the environment</p> <p>I can start to develop an understanding of growth, decay and changes over time</p> <p>I can talk about some of the things I have observed such as plants, animals, natural and found objects Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Using google to find facts about sea creatures</p> <p>I can talk about ways in which I can look after the environment</p> <p>I can understand the key features of the life cycle of a plant and animal</p>
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Within Provision		
<p>I can talk about things I have observed such as animals</p> <p>I show care for living things (pets)</p> <p>I understand the effects of changing seasons on the world around me</p> <p>Talk about experiences at different points in the year (class calendar for each month)</p>	<p>Listen to what children say about what they see</p> <p>I understand the effects of changing seasons on the world around me</p> <p>Talk about experiences at different points in the year (class calendar for each month)</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p>	<p>I understand the effects of changing seasons on the world around me</p> <p>Talk about experiences at different points in the year (class calendar for each month)</p>

## Expressive Arts

Autumn	Spring	Summer
<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Explore colour and colour mixing.</p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Join different materials and explore different textures.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Create their own songs or improvise a song around one they know.</p>
Direct Teaching		
<p>I can recognise and name colours.</p> <p>I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p>	<p>I can join different materials and explore different textures.</p> <p>I can draw identifiable pictures</p> <p>I can talk about what I am creating</p>	<p>I can draw a person with identifiable features</p> <p>I have been exposed to a different range of artists</p> <p>I can show interest and describe the texture of things</p>

<b>Within Provision</b>		
<p>I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers)</p> <p>I can explore different materials freely, in order to develop my ideas about how to use them and what to make.</p> <p>I can use various construction materials</p>	<p>I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control</p>	<p>I can develop my own ideas and then decide which materials to use to express them.</p>
<b>Foundation 2</b>		
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses..</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>
<b>Direct Teaching</b>		
<p>Join in with songs Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Play pitch matching games, humming or singing</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>Use different textures and materials to make firework pictures</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>Making different sounds with our voices</p> <p>Role Play of The Nativity</p> <p>Music: Christmas Songs</p>	<p>I can talk about a famous artist. Making lanterns, Chinese writing, puppet making,</p> <p>I can recognise, create and describe pattern: tiger skin</p> <p>Make different textures; make patterns using different color</p> <p>Making sounds with our bodies</p> <p>I can talk about a famous artist: Andy Goldsworthy art</p> <p>Easter crafts printing, patterns on Easter eggs</p> <p>I can combine media to make a collage</p> <p>Andy Goldsworthy natural art</p> <p>Music: Naming and exploring instruments Loud and quiet sounds</p> <p>Feelings: taking photos of children acting out emotions</p>	<p>Flowers-Sun flowers (Van Gogh) Using pastels to recreate Van Gogh Sunflowers.</p> <p>Using collage to create an effect</p> <p>Design, create, evaluate for the queen's jubilee: making a sweet treat</p> <p>Music: making long and short sounds (scraping tapping..) Tempo</p> <p>Flowers-Sun flowers (Van Gogh)</p> <p>Design, create, evaluate for the queen's jubilee: making a sweet treat</p> <p>Music: making long and short sounds (scraping tapping..) Tempo</p>
<b>Within Provision</b>		

<p>Drama conventions through literacy</p> <p>Making a worry doll using natural objects\</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Listen to music and make their own dances in response.</p> <p>Junk modeling, take picture of children's creations and record them explaining what they did.</p> <p>beginning to mix colors</p> <p>Build stories around toys (small world) use available props to support role play</p> <p>Build models using construction equipment.</p>	<p>Drama conventions through literacy</p> <p>Rubbings of leaves/plants</p> <p>Observational drawing</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>To do an observational drawing of a pet</p> <p>I can explore how color can be changed</p> <p>I can use different textures</p>	<p>Drama conventions through literacy</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Using pastels to recreate Van Gogh Sunflowers.</p> <p>Provide children with a range of materials for children to construct with.</p>
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