



# Early Years Foundation Stage

Broughton Fields Primary School

# Intent

We want our children to be:

- Ready to learn: Children have a positive, confident attitude to learning. They are both physically and emotionally ready to learn.
- Resourceful: Children show initiative, ask well thought out questions and are prepared to use a variety of strategies to learn.
- Reflective: Children are curious, able and willing to learn from their mistakes and can describe their progress
- Resilient: Children are prepared to persevere and stay involved in their learning, even when the process is challenging.
- Reciprocal: Children are prepared to help each other and work as a team.

The curriculum in Early Years Foundation Stage (EYFS) is designed to provide a broad and balanced education that meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education.

Our ethos in Reception is to support children's personal, social and emotional development so that they feel safe and secure and are ready to learn.

Through the seven areas of learning provide learning opportunities that excite and engage children, building on their own interests and developing their experiences of the world around them. We recognise that all children come into our school with varied experiences. Our staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children.

Those children with particular needs, including SEND, are supported appropriately allowing them to be successful in every way possible.



**We want our children to be:**

Ready to learn

Resourceful

Reflective

Resilient

Reciprocal



# Implementation

At Broughton Fields Primary School, we offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points. The aim of our curriculum is to develop a thirst and love for learning by:

- Carefully planning sequences of activities that provide meaningful learning experiences, developing each child's characteristics of learning.
- Providing high quality interactions with adults that demonstrate and impact on the progress of all children.
- Using high quality questioning and interactions to check understanding and address misconceptions.
- Staff acting as role models to the children they teach in order for children to develop their own speaking and listening skills.
- Carefully assessing, through observations, which are recorded on Tapestry and shared with parents. These are used to inform the next steps of learning and meet individual needs.
- Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any one time.
- Providing activity starting points for child initiated activities that enhance children's learning and impact on progress.
- Allowing children to be successful in their attempts at an activity and using effective feedback to help facilitate next steps in learning.

We recognise the changing needs and interests of our pupils and we are responsive to this, regularly developing existing topics.

The English curriculum is taught using Talk for Writing (T4W) in EYFS. We also use Drawing Club to support our English teaching. Children develop their literacy skills by the imitation of stories that they learn using actions and story mapping techniques. They then move on to innovation of these well-known stories by including their own ideas. Children also have regular opportunities to develop their own story telling skills through small group story invention sessions, where they are then encouraged to continue their work during child initiated learning.

Story telling and invention is also developed through opportunities for role play and small world activities.

Literacy opportunities are consistently promoted in many of the continuous provision activities available to children during the week.

The Early Years uses core texts within planning and usually start with an exciting hook to engage children. We have developed our own reading spine for Broughton Fields and EYFS follows this. These texts are chosen for their level of challenge and quality language. They have also been chosen with a view to promoting reading for pleasure.

Phonics is taught daily using Read Write Inc principles. Through activities associated with these, phonic sounds are introduced to children each day in an engaging way. The phonics activities are revisited to embed over the year and supported in a range of ways.

The math's curriculum is taught through daily dedicated sessions. These sessions are carefully planned using concrete resources and build on prior learning and real life experiences across the theme and year. This starts with mastering numbers 0-5 and then progresses through to 0-10 and 0-20. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We base this on White Rose Maths planning.



# Impact

Children demonstrate high levels of engagement in activities, developing their speaking and listening skills, enabling them to access more areas of the learning and communicate to both adults and children. Children develop skills across all areas of the curriculum including literacy, mathematics and physical development using these in different ways. Children have developed a wider sense of the world around them and can draw on these experiences during interactions with others and link this to new learning. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with adults drawing on their experiences to improve or adjust what they are doing.

From their own starting points, children will make excellent progress spiritually, morally, academically and emotionally, developing a sense of themselves so that they are well prepared for Key Stage 1.



**Leader: Hayley Hughes**

# Broughton Fields Primary School

## Foundation Stage Progression Grid

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Theme	This is me	Festivals	The Past	The World	Dinosaurs & Living Things		
Visits/ Visitors		Church visitor (Christmas)	MK Museum		Cotswold Wildlife Park		

Communication & Language	Listening, Attention & Understanding	Maintains attention, concentrates and sits quietly during an appropriate activity	Listens attentively in a range of situations	Connects one idea or action to another using a range of connectives	Engages in non-fiction texts	Engages in non-fiction texts	Engages in a back and forth conversation and asks questions to clarify understanding	<p><u>Children at the expected level of development will:</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
		<p>Listens carefully to rhymes and songs, paying attention to how they sound</p> <p>Understands how to listen carefully and why listening is important</p> <p>Follows a simple two step instruction</p> <p>Answers a simple who &amp; what questions</p> <p>Engage in story time</p>	<p>Demonstrates two-channelled attention (can listen and do for a short span)</p> <p>Uses prepositions &amp; pronouns appropriately</p> <p>Answers simple where questions</p> <p>Listens to and talks about stories</p>	<p>Answers simple why &amp; how questions</p>	<p>Uses talk to help work out problems and organise thinking and activities, and explains how things work and why they might happen</p> <p>Answers simple when questions</p>	<p>Engages in a conversation and asks questions of others</p> <p>Engages in a conversation about a story to build familiarity and understanding</p>		

	Speaking	<p>Learn &amp; use new vocabulary</p> <p>Talk about themselves and their families</p> <p>Develop social and self-help phrases</p> <p>Learn rhymes &amp; songs</p> <p>Talk confidently to a friend or trusted adult</p>	<p>Learn and use new vocabulary in correct context</p> <p>Describe events in some detail</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Will offer simple explanations in relation to familiar experiences &amp; texts</p> <p>Talk confidently in a small group</p>	<p>Learn and use new vocabulary in different contexts</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Connect one idea or action to another using a range of conjunctions</p> <p>Beginning to use past, present and future forms accurately when talking about their own experiences</p>	<p>Imaginative story telling</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Will offer simple explanations in relation to new experiences &amp; texts</p> <p>Uses pronouns appropriately when speaking</p>	<p>Accurately uses past, present and future forms when talking about experiences</p>	<p>Will offer explanations, using recently introduced vocabulary in relation to a range of different text types and experiences</p>	<p><u>Children at the expected level of development will:</u></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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Personal, Social & Emotional Development	Self-regulation	<p>Aware of the boundaries set and behavioural expectations in the setting</p> <p>Identify how they are feeling – happy, sad &amp; cross</p> <p>Follow a one-step instruction</p>	<p>Adjust their behaviour to different situations and take changes of routine in their stride</p> <p>Negotiate and solve problems without aggression</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>In whole class or small group learning, can attend to what the teacher is saying</p>	<p>Begin to know that actions have consequences for example, if you are unkind to someone they may not want to play with you</p> <p>Express their feelings and consider the feelings of others</p>	<p>Show resilience and perseverance in the face of challenge</p> <p>Can wait for what they want and control their immediate impulses with adult reminders &amp; support</p> <p>Demonstrates split attention when engaged in a different activity</p> <p>Follows a multi step instruction with gestures and visuals as needed</p>	<p>Think about the perspectives of others</p> <p>Can wait for what they want and control their immediate impulses</p>	<p>Follow a multi-step instruction independently</p> <p>Accept that, sometimes, you have to do something you don't want to</p>	<p><u>Children at the expected level of development will:</u></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
	Managing self	<p>Selects resources and activities independently</p> <p>Aware of the boundaries set and behavioural expectations in the setting</p> <p>Usually clean and dry during the day and manages their own basic hygiene and personal needs successfully</p> <p>Practices appropriate safety measures without direct supervision. Putting things away at the end of the day. Learning to respect resources and use them independently.</p>	<p>Takes responsibility for own needs, finding their own belongings and taking care of them</p> <p>Express their feelings and consider the feelings of others</p>	<p>Can put own coat, shoes &amp; wellies on</p>	<p>Understand the need for good practices in relation to exercise, eating, sleeping and hygiene in relation to their health</p> <p>Understands the need for variety in food and what makes a healthy option</p> <p>Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe</p> <p>Shows independence in managing own wants and needs</p>	<p>When faced with a challenging activity, will persevere and show resilience with support &amp; encouragement</p>	<p>When faced with a challenging activity, will persevere and show resilience</p>	<p><u>Children at the expected level of development will:</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p>

	Building Relationships	<p>Plays alongside a peer or a small group of peers</p> <p>Initiates conversations, attends and takes account of what others say.</p> <p>Separates happily from carer and begins to build a relationship with key adults</p> <p>Begins to consider the feelings of others</p>	<p>Plays alongside a peer or a small group of peers where equipment is shared</p> <p>Speaks in a familiar group</p> <p>Develops relationships with adults through sharing of information and experiences</p> <p>Begins developing relationships with a small group of peers</p> <p>Begins to share ideas with carpet partner with encouragement</p>	<p>Engaged in play with a small group of familiar peers</p> <p>Beginning to take turns and share fairly in a play situation</p> <p>Develops strong relationships with a small group of peers</p> <p>Considers the feelings of others</p>	<p>Takes turns in play</p> <p>Shows sensitivity to others</p> <p>Independently shares ideas with a range of their peers</p> <p>Takes steps to resolve conflicts</p>	<p>Express their feelings and consider the feelings of others</p>	<p>Works with peers and can discuss knowledge and understanding of key concepts</p>	<p><u>Children at the expected level of development will:</u> Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
Physical Development	Gross Motor Skills	<p>They move confidently in a range of ways, safely and negotiating space effectively.</p> <p>Revise and refine the fundamental movement skills they have acquired: crawling, jumping, running</p>	<p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Revise and refine the fundamental movement skills: climbing, hopping, skipping</p> <p>Develop their core muscle strength to achieve a good posture when sitting at a table or on the carpet</p>	<p>Jumps off an object and lands safely and appropriately</p> <p>Develop body strength to negotiate the climbing frame</p> <p>Can balance on one leg e.g. to hop or to kick a ball</p>	<p>Can balance along a beam or rope</p> <p>Negotiates space at pace e.g. when running</p> <p>Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</p>	<p>Combine different movements with ease and fluency</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical activities</p>	<p><u>Children at the expected level of development will:</u> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

	Fine Motor Skills	<p>Identify each child's pencil grip and those which need to work on this</p> <p>Identify each child's scissor grip and assign supportive scissors if needed</p> <p>Identify if children have a dominant hand.</p>	<p>Begin to show control and coordination in small movements and when handling tools e.g. tweezers, ladles, knives, spoons, spades and paintbrushes.</p> <p>Can represent a familiar object in a line drawing e.g. a self-portrait.</p>	<p>Use quadruped or tripod grip when using a pen or pencil.</p> <p>Use standard scissors for cutting a straight line.</p> <p>Begin to show accuracy when colouring.</p>	<p>Use standard scissors for cutting a curved or zigzag line.</p> <p>Can manipulate tools to fulfil a specific task e.g. cutting playdough into specific sized pieces, using tweezers to move small objects from one place to another.</p> <p>Begins to use tools such as saw, hammer, pliers, glue gun safely and with accuracy.</p>	<p>Use standard scissors to cut around something by moving the paper.</p> <p>Begins to make recognisable attempts at drawing unfamiliar objects.</p>	<p>Tripod pencil grip in preparation for fluent writing.</p> <p>Shows accuracy and care when drawing.</p> <p>Shows control and accuracy when using a range of small tools e.g. paintbrushes and cutlery.</p>	<p><u>Children at the expected level of development will:</u></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
Literacy	Comprehension	<p>Can identify characters and setting from a story that has been read to them.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Learn &amp; use new vocabulary</p>	<p>Can talk about something that happened in the story.</p> <p>Learn and use new vocabulary from texts that have been read to them in correct context</p>	<p>Can use language of sequencing to talk about a story e.g. what happened before x or what happened after y?</p> <p>Learn and use new vocabulary from texts that have been read to them in different contexts</p>	<p>Can answer simple inference question about a character's actions</p> <p>Use vocabulary from a text in simple oral retelling or when sharing facts</p>	<p>Can make an appropriate prediction about what might happen next in a story</p> <p>Use vocabulary from a text in role and small world play</p>	<p>Can make a basic prediction about what might happen next in a story giving reasons from the text so far.</p> <p>Will offer explanations, using recently introduced vocabulary in relation to a range of different text types and experiences</p>	<p><u>Children at the expected level of development will:</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

	<p>Word Reading</p> <p>Can discriminate sounds in their environment</p> <p>Can remember a sequence of sounds e.g. clap, drum, tambourine</p> <p>Can identify the initial sound in a simple word</p> <p>Can identify the incorrect word from an otherwise rhyming string</p> <p>Can recognise the first 10 set 1 graphs</p> <p>Can read common exception word family 1: l, a &amp; the</p>	<p>Beginning to identify rhyming words</p> <p>Can recognise all set 1 graphs and digraphs</p> <p>Can orally blend a CVC word</p> <p>Can read common exception word family 2: they, by, my</p>	<p>Can read CVC words</p> <p>Can read words containing set 1 digraphs</p> <p>Can read common exception word family 3: be, he, me, she, we</p>	<p>Can confidently continue a rhyming string</p> <p>Can read words with four sounds</p> <p>Can read known words without sounding them out</p> <p>Can read common exception word family 4: do, to, today, no, go, so</p>	<p>Can read common exception word family 5: is, his, has, was, busy</p>	<p>Can recognise the first six set 2 sounds (ay, ee, igh, ow, oo, oo)</p> <p>Can confidently blend words containing known sounds</p> <p>Can read simple sentences consistent with their phonic knowledge</p> <p>Can read common exception word family 6: here, there, where, are, were</p>	<p><u>Children at the expected level of development will:</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
	<p>Writing</p> <p>To write their name correctly.</p> <p>Can put meaning to marks they make.</p> <p>Can form 10+ Set 1 graphs correctly.</p> <p>Can begin to write CEW family 1: l, a and the</p>	<p>Begin to make phoneme-grapheme correspondence with Set 1 graphs.</p> <p>Can form 20+ Set 1 graphs correctly.</p> <p>Can write the first sound in a word.</p> <p>Begin to write for different purposes and assign appropriate meaning (e.g. letters, cards, shopping list etc.)</p> <p>Can begin to write CEW family 2: they, by, my</p>	<p>Can write some CVC words using correct phoneme-grapheme correspondence.</p> <p>Can form some Set 1 digraphs accurately.</p> <p>Can write simple labels.</p> <p>Can write for different purposes and assign appropriate meaning (e.g. letters, cards, shopping list etc.)</p> <p>Can begin to write CEW family 3: be, he, me, she, we</p>	<p>Can write CVC words using correct phoneme-grapheme correspondence</p> <p>Can begin to write words with 4 sounds.</p> <p>Can form most Set 1 digraphs accurately.</p> <p>Can orally rehearse what they want to write.</p> <p>Can begin to write a caption or short phrase using graphemes they already know.</p> <p>Can begin to use spaces between their words</p> <p>Can begin to write CEW family 4: do, to, today, no, go, so</p>	<p>Can form the Set 1 digraphs accurately.</p> <p>Can write words with 4 sounds, including Set 1 digraphs (3 sounds).</p> <p>Can write a caption or short phrase using graphemes they already know which can be read by others.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Can use spaces between their words.</p> <p>Can write for different purposes with appropriate meaning.</p> <p>Can begin to write CEW family 5: is, his, has, was, busy</p>	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Can begin to write CEW family 6: here, there, where, are, were</p>	<p><u>Children at the expected level of development will:</u></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>

Maths	Number (Following White Rose)	<p>Can sort, match and compare objects according to colour, size and shape.</p> <p>Can come with their own criteria for sorting.</p> <p>Can talk about similarities and differences between objects and groups of objects.</p> <p>Can compare amounts – identifying where they have more, the same or fewer</p>	<p>Can identify representations of 1, 2, 3.</p> <p>Can subitise 1, 2, 3</p> <p>Can compare numbers 1, 2 and 3, identifying one more and one less.</p> <p>Can understand the composition of 1, 2, 3.</p>	<p>Can subitise 4 and 5</p> <p>Can identify one more and one less to 5.</p> <p>Knows the composition of numbers 1 to 6.</p> <p>Can recall number bonds to 5.</p>	<p>Can combine two groups and find the total.</p> <p>Can identify one more and one less to 10.</p> <p>Knows the composition of numbers 7, 8, 9 and 10.</p> <p>Show numbers to 10 on fingers using five and a bit structure and doubles structure.</p>	<p>Can solve simple addition and subtraction problems (first, then, now).</p> <p>Has a deep understanding of the composition of numbers to 10.</p>	<p>To recall doubles to 10.</p>	<p><u>Children at the expected level of development will:</u></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
	Numerical Patterns (Following White Rose)	<p>Can copy, continue and create AB patterns, using shapes, colours, sizes, actions and sounds.</p>	<p>Verbally count to 5.</p> <p>Compare numbers to 5 (using vocabulary of greater than, less than, the same as)</p>		<p>Verbally count to 10</p> <p>Compare numbers to 10 (using vocabulary of greater than, less than, the same as)</p> <p>Can copy, continue and create more complex patterns AAB, ABB, AABB.</p>	<p>Verbally count to 20</p> <p>Can identify patterns in number including doubles and halves to 10.</p>	<p>Verbally count beyond 20, recognising the pattern in the counting system.</p> <p>To identify even and odd numbers.</p> <p>Can share quantities evenly.</p>	<p><u>Children at the expected level of development will:</u></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

Knowledge & Understanding of the World	Past & Present	<p>Talks about what we were like as babies and how we have changed.</p> <p>Talks about people in our families and community</p> <p>Understands similarities and differences between our families and others'</p>		<p>Talks about the past in relation to stories, visits and non-fiction books (MK Museum/Dogger/Magic Grandad)</p> <p>Can describe similarities and differences between things in the past and now (schools, homes, toys)</p>	<p>Talks about people in our lives and the jobs they do (Charity fundraiser)</p> <p>Talks about important people in our families and why they are important (Mother's Day).</p>	<p>Can talk about similarities and differences between the past and present using stories &amp; non-fiction books (Dinosaurs)</p>	<p>Talks about similarities and differences between the past and now using knowledge from observations, discussions, stories, non-fiction books (Dinosaurs)</p>	<p><u>Children at the expected level of development will:</u> Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
	People, Culture & Communities	<p>Talks about our immediate environment and where we live (homes, local area, etc) (Autumn Walk)</p> <p>Talks about themselves, the things they enjoy and are good at.</p> <p>Recognise a selection of digital devices and the basic parts of them e.g. keyboard, mouse and know that we control computers.</p>	<p>Talks about different religious festivals, how people celebrate and how celebrations can be similar and different (Christmas and Diwali)</p> <p>Knows that not everyone celebrates the same festivals and in the same ways (Diwali and Christmas)</p> <p>Recognise that digital devices can be used to find information.</p> <p>Use a mouse or touchscreen to target and select options on a screen.</p> <p>Can follow simple instructions to control a digital device.</p>	<p>Can make observations about environments in stories (Winter Walk)</p> <p>Talks about different religious festivals, how people celebrate and how celebrations can be similar and different (Chinese New Year)</p> <p>Use a digital device to fulfil a specific task e.g. take a photo or voice recording.</p> <p>Can use technology to explore and access digital content.</p> <p>Repeat an action with technology to trigger a specific outcome.</p>	<p>Can talk about how environments they have learnt about are different to where they live using knowledge from observations, discussions, stories, non-fiction books and maps (e.g. Antarctica and Africa / Go Jettors)</p> <p>Explain some similarities and differences between life in this country and life in other countries (weather, homes and food)</p> <p>Talks about different religious festivals, how people celebrate and how celebrations can be similar and different (Easter)</p> <p>Talks about important people in our families and why they are important (Mother's Day).</p>	<p>Talk about the roles of people in the community (zoo visit)</p> <p>With support, operate a digital device to fulfil a task.</p> <p>Access content in a range of formats e.g. image, video &amp; audio.</p>	<p>Talks about people in our families and why they are important (Father's Day).</p> <p>Choose media to convey information e.g. an image for a poster.</p> <p>Input a short sequence of instructions to control a device.</p>	<p><u>Children at the expected level of development will:</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>

	The Natural World	<p>Talks about what they see/hear in the natural world around them.</p> <p>To understand that other environments in the UK are different to Milton Keynes (compare to seaside, link to holidays and beach day).</p> <p>Observes changing state of matter (ice and water, ice cream).</p>	<p>Makes observations of the natural world around them (colours of leaves, changes in weather etc). (Autumn walk)</p> <p>Creates simple pictures of animals and plants based on observation.</p> <p>Can identify that environments in stories are different to where they live.</p> <p>Explores materials that float and sink.</p>	<p>Makes observations of the natural world around them and seasonal changes (Winter)</p> <p>Creates simple pictures of animals and plants based on observation.</p> <p>Can make observations about environments in stories.</p> <p>Understands changing states of matter (ice and water).</p> <p>Uses knowledge of floating and sinking (boats).</p>	<p>Makes observations of the natural world around them and seasonal changes (Spring walk)</p> <p>Creates simple pictures of animals and plants based on observation.</p> <p>Can talk about how environments they have learnt about are different to where they live (e.g. Antarctica and Africa).</p> <p>Plant seeds and care for growing plants.</p>	<p>Makes observations of the natural world around them and seasonal changes (Summer)</p> <p>Creates simple pictures of animals and plants based on observation.</p> <p>Can talk about seasonal changes they have observed over the year.</p> <p>Understand the key features of the life cycle of a butterfly and a frog.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Plant seeds, cares for growing plants and observes changes.</p>	<p><u>Children at the expected level of development will:</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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Expressive Arts & Design	Creating with Materials	<p>Can independently select and serve poster paint in the primary colours, controlling amount.</p> <p>Can explore tools available in creative areas and return them to the correct place</p> <p>Observes how colours can change when mixed.</p> <p>Explores different ways of joining materials (glue)</p> <p>Explores a range of textures</p> <p>Shares their creations</p>	<p>Can choose colours for a specific purpose</p> <p>Explores how to mix colours</p> <p>Begins to select tools for a specific purpose.</p> <p>Explores different ways of joining materials (glue and tape)</p> <p>Talks about different textures.</p> <p>Creates a simple representations of people, places and objects.</p> <p>Create simple digital content e.g. digital art on an iPad or on interactive screen.</p> <p>Selects appropriate materials to build simple structures or representations of every day objects.</p>	<p>Can explore mixing powder paints (colours and consistently)</p> <p>Begins to mix colours for a purpose</p> <p>Begins to represent objects by making simple models (junk modelling)</p> <p>Explores different ways of joining materials (glue gun)</p> <p>Begins to create props for role play (e.g. weapons, costumes, masks)</p>	<p>Use powder paint confidently mixing to an appropriate colour and consistency</p> <p>Can mix appropriate colours for a purpose</p> <p>Can select an appropriate texture when creating (tissue paper, collage, sand)</p> <p>Adapts models made to better represent the intended object or function e.g. adds additional bricks to an unsteady tower to improve stability or changes wheel size to suit terrain.</p>	<p>Begins to represent objects by making simple models (wood)</p> <p>Uses tools safely and carefully.</p> <p>Adapts work where necessary.</p> <p>Shares their creations, explaining how they have made it.</p> <p>Can independently create props to use for a purpose in their play.</p> <p>Begins to understand that models can have moving parts and consider ways to create mechanisms.</p>	<p>Selects appropriate method of joining materials for a purpose to create a model (wood/junk modelling).</p> <p>Selects an appropriate material, tool and technique for a task.</p> <p>Can independently create props to use for a purpose when role playing a character in a story.</p>	<p><u>Children at the expected level of development will:</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
	Being Imaginative & Expressive	<p>Begins to join in with whole class songs, rhymes and poems</p> <p>Use some new vocabulary in their role</p> <p>Suggests ideas for simple adaptations to stories</p>	<p>Joins in with whole class songs, rhymes and poems alongside an adult</p> <p>Can join in telling a simple story as a class</p> <p>Makes simple adaptations to whole class stories</p> <p>Use musical instruments alongside role play, singing or rhyme.</p>	<p>Makes simple adaptations to whole class stories, in a small group</p> <p>Sing in the pitch and tone sung by another person moving melody up and down.</p>	<p>Joins in with a range of nursery rhymes, poems and songs</p> <p>Beginning invent their own story using learned vocabulary and following a story structure</p> <p>Independently makes simple adaptations to whole class stories</p> <p>Remember and sing entire songs.</p>	<p>Sings a range of nursery rhymes, poems and songs</p> <p>With support, invent their own story using learned vocabulary and following a story structure.</p> <p>Uses appropriately selected musical instruments alongside role play, singing or rhyme.</p>	<p>Independently sings a range of well-known nursery rhymes, poems and songs</p> <p>Independently invent their own story using learned vocabulary and following a story structure.</p> <p>Moves in time to music.</p> <p>Can maintain a musical beat either by clapping or with untuned percussion.</p>	<p><u>Children at the expected level of development will:</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>