

Bramcote C of E Primary



Life in all its fullness

Bramcote C of E Skills Progression

Early Years Foundation Stage


Early Years Foundation Stage Aims:


The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:



- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **A secure foundation** through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring every child is included and supported


Progression of Communication and Language

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Listening, Attention and Understanding</p> 	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions finding answers in non-fiction books</p> <p>To respond to instructions with more than one step</p>	<p>To ask questions to find out more</p> <p>To begin to understand humour</p> <p>To understand a range of complex sentence structures</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To be able to create a rhyming string</p> <p>To 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>To understand questions such as who, what, where, when, why and how</p>	<p>To have conversations with adults and peers with back and forth exchanges</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>
<p>Speaking</p>	<p>To talk in front of a small group</p>	<p>To answer questions in front of whole class.</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p>	<p>To share their work to the class- standing up at the front</p>	<p>To link statements and stick to a main theme</p>	<p>To talk to different adults around the school</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>


	<p>To talk to class teacher and HTLA</p> <p>To learn new vocabulary linking to topic</p>	<p>To use new vocabulary throughout the day</p>	<p>To talk in sentences using conjunctions e.g. and, because</p>	<p>To use new vocabulary in different contexts</p> <p>To engage in non-fiction books</p>	<p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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Progression of Personal, Social and Emotional Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Self-Regulation</p> 	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow one- step instructions</p>	<p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To adapt behaviour to a range of situations</p>	<p>To focus during longer whole class lessons</p> <p>To follow two- step instructions</p>	<p>To identify and moderate their own feelings socially and emotionally</p> <p>To consider the feelings and needs of others</p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</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 focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
<p>Managing Self</p> 	<p>To wash hands independently</p> <p>To put coat and socks on independently</p> <p>To explore different areas within the Year R environment</p>	<p>To develop class rules and understand the need to have rules</p> <p>To have confidence to try new activities</p>	<p>To begin to show resilience and perseverance in the face of challenge</p> <p>To practise doing up a zipper</p> <p>To practise doing buttons</p> <p>To practise doing up buckles</p>	<p>To develop independence when getting ready for lunchtime – going to the toilet independently, flushing the toilet and washing hands.</p>	<p>To identify and name healthy foods</p> <p>To manage own basic needs independently</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a ‘can do’ attitude</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>

	To use the toilet independently					To put uniform on and do up zippers, buttons and buckles with minimal support	
<p>Building Relationships</p> 	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>	<p>To play with children who are playing with the same activity</p> <p>To begin to develop friendships</p> <p>To have positive relationships with all Year R staff</p>	<p>To begin to work as a group with support</p> <p>To use taught strategies to support turn taking</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the school</p> <p>To have strong friendships</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>

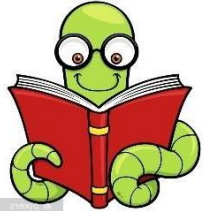
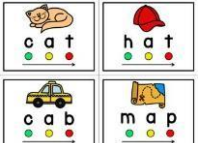
Progression of Physical Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Gross Motor Skills</p> 	<p>To move safely in a space</p> <p>To stop safely</p> <p>To develop control when using equipment</p> <p>To follow a path and take turns</p> <p>To work co-operatively with a partner</p>	<p>To balance</p> <p>To run and stop</p> <p>To change direction</p> <p>To jump</p> <p>To hop</p> <p>To explore different ways to travel using equipment</p>	<p>To roll and track a ball</p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using hands</p> <p>To throw and catch with a partner</p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target</p>	<p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p> <p>To jump and land safely from a height</p> <p>To develop rocking and rolling</p> <p>To explore traveling around, over and through apparatus</p>	<p>To use counting to help to stay in time with the music when copying and creating actions</p> <p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To explore movement using a prop with control and co-ordination</p> <p>To move with control and co-ordination,</p>	<p>To develop accuracy when throwing and practise keeping score</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To learn to play against an opponent</p> <p>To play by the rules and develop coordination</p> <p>To explore striking a ball</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>


				To create short sequences linking actions together and including apparatus	expressing ideas through movement To move with control and co-ordination, copying, linking and repeating actions To remember and repeat actions, exploring pathways and shapes	and keeping score To work cooperatively as a team	
<p>Fine Motor Skills</p> 	<p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezers to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To begin to copy letters</p> <p>To make snips in paper</p> <p>To hold scissors correctly and begin to cut near a line</p>	<p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p> <p>To place small objects in a pattern</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p> <p>To use twisting motions to screw objects onto a large screw</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To copy printed letters starting at the top and using the correct formation, in the correct direction</p> <p>To paint using thinner paintbrushes</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To copy printed letters starting at the top and using the correct formation, in the correct direction</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>

	To hold a fork and spoon correctly	To begin to hold a knife correctly and use to cut food with support					
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Progression of Literacy

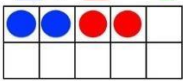

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Comprehension</p> 	<p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</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>To recognise their name</p> <p>To recognise taught Phase 2 sounds</p> <p>To recognise taught Phase 2 Tricky Words 1</p>	<p>To recognise taught Phase 2 sounds</p> <p>To recognise taught Phase 2 Tricky Words</p>	<p>To recognise taught Phase 2 and some 3 sounds</p> <p>To recognise taught Phase 2 and 3 Tricky words</p>	<p>To recognise taught Phase 2 and 3 sounds</p> <p>To recognise taught Phase 2 and 3 Tricky words</p>	<p>To recognise taught Phase 2 and 3 sounds</p> <p>To recognise taught Phase 2, 3 and 4 Tricky words</p>	<p>To recognise taught Phase 2 and 3 sounds</p> <p>To recognise taught Phase 2, 3 and 4 Tricky</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>To begin to blend sounds together to read words using the taught sounds</p>	<p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s e.g. hats, sits</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching their phonics ability</p>	<p>To read words with double letters</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>To read longer words including those with double letters</p> <p>To read words with s and s/z/ at the end</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>To read words with short vowels and adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	<p>To read words with phase 3 long vowel sounds with adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	
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<p>Writing</p> 	<p>To copy their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p> <p>To begin to write CVC words using taught sounds</p>	<p>To write their name</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p>	<p>To form lower- case letters correctly</p> <p>To begin to write sentences using finger spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To form lower- case letters correctly and begin to former capital letters</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To form lower- case and capital letters correctly</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To spell some taught tricky words correctly</p> <p>To begin to read their work back</p>	<p>To form lower- case and capital letters correctly</p> <p>To copy letters using a lead in and lead out</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense</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>
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Progression of Mathematics



Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Number</p> 	<p>To find 1, 2, 3</p> <p>To subitise 1, 2, 3</p> <p>To represent 1, 2, 3</p> <p>Match, Sort and Compare Talk About Measure and Pattern</p>	<p>To find 4 and 5</p> <p>To subitise 4 and 5</p> <p>To represent 4 and 5</p>	<p>To find 6, 7, 8</p> <p>To represent 6, 7, 8</p> <p>To explore the composition of numbers to 8</p>	<p>To find 9 and 10</p> <p>To represent 9 and 10</p> <p>To conceptual subitise numbers to 10</p>	<p>To add more</p> <p>To say how many were added</p> <p>To take away</p>	<p>To deepen understanding of numbers to 10</p> <p>To solve simple number problems</p>	<p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)</p>


		To explore the composition of numbers to 5 Circles and Triangles Shapes with four sides	To conceptual subitise numbers to 8 Alive in 5 Mass and capacity	To explore the composition of numbers to 10 To make bonds to 10 Length, height and time Exploring 3D Shapes	To say how many were taken away	To know the composition of numbers to 10 To know addition and subtraction facts of numbers to 10	and some number bonds to 10, including doubling facts.
<p>Numerical Patterns</p> <p>Doubles</p> <p>2 + 2 = 4</p> 	To compare quantities To count to 5 To find one more and one less of numbers to 3	To find one more and one less of numbers to 5 To count to 10	To find one more and one less of numbers to 8 To make pairs- odds and evens To find and make doubles to 8	To compare numbers to 10 To find one more and one less of numbers to 10 To begin to count beyond 10 To find and make doubles to 10 To explore odd and even numbers	To build numbers to 20 To continue patterns to 20 To verbally count beyond 20 To explore sharing and grouping	To count to 30 and beginning to count higher (100). To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even To double numbers up to 10 To find half of numbers up to 10 To share quantities equally To combine groups of 2s, 5s and 10s	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p>Shape, Space and Measure</p> 	To match and sort objects To explore sorting techniques	To identify, name and compare circles and triangles To find shapes in the environment	To explore and compare mass, capacity, length and height To find a balance	To name and recognise 3D shapes To find 2D shapes within 3D shapes	To select shapes for a purpose To rotate shapes To manipulate shapes	To identify units of repeating patterns To create rules for patterns	There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure

	<p>To compare size, mass and capacity</p> <p>To explore simple patterns</p> <p>To copy, continue and create simple patterns</p>	<p>To describe positions</p> <p>To identify shapes with 4 sides</p> <p>To combine shapes with 4 sides</p> <p>To talk about what happens in the day and what happens at night.</p>	<p>To talk about time</p> <p>To order and sequence time</p>	<p>To use 3D shapes for tasks</p> <p>To find 3D shapes in the environment</p> <p>To identify more complex patterns</p> <p>To copy and continue patterns</p> <p>To find patterns in the environment</p>	<p>To explain shape arrangements</p> <p>To compose shapes</p> <p>To decompose shapes</p> <p>To copy a 2D shape picture</p> <p>To find 2D shapes within 3D shapes</p>	<p>To replicate and build scenes and construction</p> <p>To visualise from different directions</p> <p>To give directions</p> <p>To explore mapping</p> <p>To create maps</p>	
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Progression of Understanding the World


Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Past and Present</p> 	<p>To know about my own life-story</p> <p>To know how I have changed</p> <p>To talk about the lives of the people around us.</p> <p>To know that the emergency services exist and what they do.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)</p>	<p>To know about figures from the past (Neil Armstrong and Tim Peake)</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling (Mary Anning-Palaeontologist)</p>	<p>To know about figures from the past (Inventions and Invsentors)</p>	<p>To know about the past through settings, characters and events encountered in books read in class and story telling (Transport)</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Walt Disney)</p>	<p>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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

	read in class (Toys)						
People, Culture and Communities 	<p>To know about family structures and talk about who is part of their family</p> <p>To identify similarities and differences between themselves and peers.</p>	<p>To talk about how Hindus celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated</p> <p>To know that people around the world have different religions</p> <p>To know the name of the village the school is in.</p> <p>To know about features of the immediate environment.</p> <p>To know that there are many countries around the world.</p>	<p>To talk about Chinese New Year.</p> <p>To know about people who help us within the local community,</p>	<p>To know that Christians celebrate Easter.</p>	<p>To know that people in other countries may speak different languages (French)</p>	<p>To know that people in other countries may speak different languages (French)</p> <p>To know that simple symbols are used to identify features on a map</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>
The Natural World 	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p>	<p>To know about and recognise the signs of Autumn</p> <p>To know about features of the world and Earth</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter (freezing)</p>	<p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To learn about lifecycles of plants and animals</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the season</p>

				<p>To plant seeds</p> <p>To know the different between herbivores and carnivores</p>	<p>To know that some animals are nocturnal</p> <p>To know about different habitats</p>	<p>To harvest grown fruit and vegetables</p> <p>To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)</p>	<p>and changing states of matter.</p>
<p>Technology</p> 			<p>To be able to understand what a computer keyboard is and recognise some letters and numbers.</p> <p>To know that a mouse can be used to click, drag and create simple drawings.</p> <p>To know that to use a computer you need to log in to it and then log out at the end of your session.</p>	<p>To know that being able to follow and give simple instructions is important in computing.</p> <p>To understand that it is important for instructions to be in the right order.</p> <p>To understand why a set of instructions may have gone wrong.</p>	<p>To know that different types of technology can be found at home and in school.</p> <p>To know that you can take simple photographs with a camera or iPad.</p> <p>To know that you must hold the camera still and ensure the subject is in the shot to take a photo.</p>	<p>To know that you can program a Bee-Bot with some simple commands.</p> <p>To understand that debugging means how to fix some simple programming errors.</p> <p>To understand that an algorithm is a set of clear and precise instructions.</p>	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p>

Progression of Expressive Arts and Design

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
<p>Creating with Materials</p> 	<p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (<i>Glue Stick</i>)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (<i>spoons, cups</i>)</p> <p>To use some cooking techniques (<i>spreading, cutting, threading, coring</i>) – Sandwiches, Fruit Kebab</p> <p>To use non-statutory measures (<i>spoons, cups</i>)</p> <p>To use some cooking techniques</p>	<p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (<i>Glue Stick, PVA</i>)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (<i>spoons, cups</i>)</p> <p>To use some cooking techniques (<i>spreading, cutting, threading, coring</i>) – Sandwiches, Fruit Kebab</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (<i>Glue Stick, PVA, Masking Tape, Tape</i>)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (<i>spoons, cups</i>)</p> <p>To use some cooking techniques (<i>spreading, cutting, threading, coring, mixing</i>) Sandwiches, Fruit Kebab, Biscuits</p> <p>To use tools to cut and join wood</p>	<p>To use natural objects to make a piece of art (<i>Andy Goldsworthy</i>)</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (<i>Glue Stick, PVA, Masking Tape, Tape, Split Pins</i>)</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (<i>spoons, cups</i>)</p> <p>To use some cooking techniques (<i>spreading, cutting, threading,</i></p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To plan what they are going to make (<i>cooking, wood work, construction, junk modelling</i>)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (<i>spoons, cups</i>)</p> <p>To use some cooking techniques (<i>spreading, cutting,</i></p>	<p>To know some similarities and differences between materials</p> <p>To learn about and compare artists (<i>Janet Bell and Henri Matisse</i>)</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and evaluate their work</p> <p>To adapt work where necessary</p>	<p>Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>

	<p>(spreading, cutting) – Sandwiches</p> <p>To use different construction materials</p>		<p>To know the names of tools</p>	<p>coring, mixing, grating) Sandwiches, Fruit Kebab, Biscuits, Salads</p> <p>To use tools to cut and join wood using different nails and screws</p> <p>To know the names of tools</p>	<p>threading, coring, mixing, grating, adding flavours) Sandwiches, Fruit Kebab, Biscuits, Salads</p>		
<p>Being Imaginative and Expressive</p> 	<p>To sing and perform nursery rhymes</p> <p>To join in with whole school singing assemblies</p> <p>To experiment with different instruments and their sounds</p>	<p>To perform a song in the Christmas Play</p> <p>To join in with whole school singing assemblies</p>	<p>To join in with whole school singing assemblies</p> <p>To create musical patterns using un tuned instruments</p>	<p>To join in with whole school singing assemblies</p>	<p>To move in time to music</p> <p>To learn dance routines</p> <p>To join in with whole school singing assemblies</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p>	<p>To perform in assembly</p> <p>To listen to poems and create their own</p> <p>To join in with whole school singing assemblies</p> <p>To create own compositions using tuned instruments</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>