










Nursery Learning Overview							End Points
	Autumn		Spring A	Spring B	Summer A	Summer B	
	All About Me	Into the Woods	Our World and Beyond	Food Glorious Food	Can We Explore It?	In and around the Sea	
Focus	All about me, my family and pets My Emotions People Who Help Us	Autumn Into the Woods Christmas Celebrations Traditional Tales	Winter Chinese New Year Where we live Space stories	Healthy Eating Our bodies Traditional Tales	Spring Life Cycles Growing Recycling Traditional Tales	Summer Under the Sea Traditional Tales Transition	
Possible texts & Traditional Tales	<p>In My Heart</p> <p>The colour monster</p> <p>We're all different</p> <p>My family</p> <p>My mummies and me</p> <p>Charlie the Firefighter</p> <p>Owl babies</p> <p>Wow said the owl</p> <p>We're Going on a Bear Hunt</p> <p>The Christmas Story</p> <p>Goldilocks and the Three Bears</p>		<p>One snowy night</p> <p>The Great race</p> <p>You live where?!</p> <p>Whatever Next!</p> <p>Aliens Love Underpants</p> <p>Oliver's Vegetables, Fruit Salad</p> <p>I can eat a rainbow</p> <p>The Runaway pea</p> <p>Me and my amazing body</p> <p>The Enormous Turnip</p> <p>The Gingerbread Man</p>		<p>Hello Spring</p> <p>The Very Hungry Caterpillar</p> <p>The Tiny Seed</p> <p>What the Ladybird heard at the Seaside</p> <p>Hello Summer</p> <p>Commotion in the Ocean</p> <p>Sharing a shell</p> <p>Seaside poems</p> <p>I'm not an Octopus</p> <p>The 3 Little Pigs</p> <p>Three billy goats Gruff</p>		
Progression through Development Matters in Communication and Language							
Skill	Autumn	Spring		Summer		When I leave Nursery I will ...	
Listening, Attention and Understanding 	<ul style="list-style-type: none"> To focus for a while although can be easily distracted. To concentrate intently on an activity of their own choosing for a short period. To engage in pretend play. To understand and act on longer sentences. To listen to a simple story with the help of pictures. 	<ul style="list-style-type: none"> To understand simple questions: who, what, where but generally not why. To understand simple sentences. To listen to a simple story with the help of pictures. To understand and act on longer sentences. To respond to instructions with more elements, e.g., "Pick up the blocks and put them in the box." 		<ul style="list-style-type: none"> To know lots of stories. To retell a longer story. To enjoy longer stories and can remember much of what happens. <ul style="list-style-type: none"> To pay attention although may find it difficult to pay attention to more than one thing at a time. To listen to others 1-2-1 or small groups when the conversation interests them. 		<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.</p> <p>Understand a question or instruction that has two parts.</p> <p>Understand 'why' questions.</p>	



			<ul style="list-style-type: none"> • To be able to follow simple instructions. • To show an understanding of prepositions such as under, on top or behind. • To respond to instructions with more elements. 	
Skill	Autumn	Spring	Summer	End Points
Speaking 	<ul style="list-style-type: none"> • To try speaking to an adult although may become frustrated when they cannot make themselves understood. • To start to say how they feel using simple words and actions/gestures. • To talk but may just flit from topic to topic. • To use speech sounds p, b, m, w but may still be learning to pronounce l, r, w, y, f, th and have difficulty with words like 'banana'. 	<ul style="list-style-type: none"> • To use a wider range of words. • To sing a lot of songs. • To start a conversation. • To join in with repeated refrains in rhymes and stories. • To try and use the correct tense although may muddle them up, e.g., "I brought a bag." • Uses talk to organise themselves and their play. 	<ul style="list-style-type: none"> • To use a wider range of words. • To sing a lot of songs. • To use the 'why' question. • To try and use the correct tense although may muddle them up, e.g., "I brought a bag." • To use longer sentences of 4-6 words. • To express their point of view. • To continue a conversation. • To use words to problem-solve and organise their thoughts. • To join in with repeated refrains in rhymes and stories. 	<p>Uses a wider range of vocabulary.</p> <p>Knows many rhymes.</p> <p>Is able to talk about familiar books and is able to tell a long story.</p> <p>May have problems saying some sounds and multi-syllabic words.</p> <p>Is 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>
Progression through Development Matters in PSED				
Skill	Autumn	Spring	Summer	
Self-Regulation 	<ul style="list-style-type: none"> • Begins to find ways to calm themselves and/or be calmed by a familiar adult. • Begins to explore a range of emotions. • Begins to have a sense of who they are. • Begins to self-regulate during transition times but may struggle. 	<ul style="list-style-type: none"> • Can to express a range of emotions. • Can sometimes sort out minor conflicts and begin to accept that not everyone can be chosen. • Begins to follow rules and not always need to be reminded of the rules by an adult. • Begins to talk about how they feel. 	<ul style="list-style-type: none"> • Sorts out minor conflicts and begin to accept that not everyone can be chosen. • Can increasingly follow rules and not always need to be reminded of the rules by an adult. • Talks about how they feel. • Shows awareness of how others are feeling. 	<p>Remembers rules without needing an adult to remind them.</p> <p>Develops appropriate ways of being assertive.</p> <p>Talks with others to solve conflicts. Talks about their feelings</p>


	<ul style="list-style-type: none"> • Begins to show 'effortful control', beginning to wait rather than grab. • Shows awareness of rules and begins to follow with adult reminders. <p>Jigsaw: Being Me In My World</p> <p>Jigsaw: Celebrating Differences</p>	<ul style="list-style-type: none"> • Is learning to understand how others are feeling. • Shows 'effortful control', beginning to wait rather than grab. <p>Jigsaw: Dreams and Goals</p> <p>Jigsaw: Healthy Me</p>	<ul style="list-style-type: none"> • Finds solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. <p>Jigsaw: Relationships</p> <p>Jigsaw: Changing Me</p>	<p>using words like 'happy', 'sad', 'angry' or 'worried'</p>
<p>Managing Self</p> 	<ul style="list-style-type: none"> • To play with increasing confidence. • To grow in independence – “Me do it.” • To have high levels of wellbeing and involvement. • To use the toilet with support and increasing independence. • Selects and uses activities and resources, with help when needed. 	<ul style="list-style-type: none"> • To self-select activities. • To have high levels of wellbeing and involvement. • To grow in independence – “Me do it.” • Becomes more outgoing with unfamiliar people, in the safe context of their setting. • To use the toilet with increasing independence. • Makes healthy choices about food, drink, activity and tooth brushing. 	<ul style="list-style-type: none"> • To self-select activities and seek help if necessary. • To have high levels of wellbeing and involvement. • To grow in independence – “Me do it.” • Shows more confidence in new social situations 	<p>Develops their sense of responsibility and membership of a community.</p> <p>Is increasingly independent in meeting their own care needs.</p>
<p>Building Relationships</p> 	<ul style="list-style-type: none"> • To engage through gesture and gaze. • To notice and ask about difference, e.g., skin colour. • To begin to develop friendships with others. • To enjoy playing alone, alongside and with others. 	<ul style="list-style-type: none"> • To begin to see themselves as part of a community and have a developing sense of responsibility, e.g., at tidy up time. • To be more confident in social situations. • To seek out companionship with adults and other children. • To enjoy playing alone, alongside and with others. • To invite others to play and attempt to join in others' play. 	<ul style="list-style-type: none"> • To become more confident and outgoing with unfamiliar people and changes in routine. • To begin to see themselves as part of a community and have a developing sense of responsibility, e.g., at tidy up time. • To enjoy playing alone, alongside and with others. • To invite others to play and attempt to join in others' play. • To play with one other or more children, extending and elaborating ideas. 	<p>Plays with one or more other children, extending and elaborating play ideas. Understands gradually how others might be feeling.</p>



Progression through Development Matters in Physical Development				
Skill	Autumn	Spring	Summer	Goals
Gross Motor 	<ul style="list-style-type: none"> To independently use a range of appropriate resources (crawl in tunnels, use Lego etc). To run, jump, climb and begin to use stairs independently. Goes up steps and stairs, or climbs up apparatus, using alternate feet. To sit on push-along toys, scooters and trikes. To have explored Dough Gym to include low-load control. To develop their manipulation and control, exploring different tools and materials. To want to be increasingly independent, e.g. dressing and undressing. To use large and small motor skills to try to do - zips, buttons, pour drinks etc. Uses large-muscle movements to wave flags and streamers, paint and make marks. 	<ul style="list-style-type: none"> To know that their playing is developing their body, "Biggest bendy bits to smallest." To use large and small motor skills to do things independently - zips, buttons, pour drinks etc. To begin to throw and release objects overarm. To participate in finger and action rhymes. To walk a greater distance. To roll, crawl, jump and run. To use large movements, e.g. with ribbons. To self-select things that they want to use. To work with others, e.g., to move a big box. To create lines and circles, pivoting from the shoulder and elbow. To have explored Dough Gym to include low-load control. Continues to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 	<ul style="list-style-type: none"> To developing body movements, use of space and fundamental movement abilities. To develop their hand/eye coordination. To develop their movements to balance, ride and use balls. To climb using alternate feet, including climbing stairs. To balance on one leg, momentarily. To hop, skip and climb. To begin to work in a team or group. To increasingly remember a sequence of movements related to rhythm and rhyme. To understand how to use equipment safely. To grasp and release with two hands to throw and catch a large ball. To comfortably hold a pencil, pen or paintbrush. Collaborates with others to manage large items such as moving a long plank safely or carrying large hollow blocks. 	<p>Skips, hops, stands on one leg and holds a pose for a game like musical statues.</p> <p>Starts taking part in some group activities which they make up for themselves or in teams.</p> <p>Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Matches their developing physical skills to tasks and activities in the setting.</p> <p>Chooses the right resources to carry out their own plan.</p>
Fine Motor 	<ul style="list-style-type: none"> To develop their manipulation and control, exploring different tools and materials. To maybe pick up objects with a Palmer Grip. To sit comfortably and hold scissors in their preferred hand. 	<ul style="list-style-type: none"> To use large and small motor skills to do things independently - zips, buttons, pour drinks etc. To point with their first finger, sharing their attention with an adult. To participate in finger and action rhymes. 	<ul style="list-style-type: none"> To understand how to use equipment safely. To use one-handed tools and equipment - snipping with scissors independently. To hold mark making tools with thumb and all fingers. 	<p>Uses one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Uses a comfortable grip with good control when holding pens and pencils.</p>



	<ul style="list-style-type: none"> • To open and close the scissors smoothly with no paper to cut. • To make one simple snip on a piece of paper, initially with support. 	<ul style="list-style-type: none"> • To self-select things that they want to use. • To use one-handed tools and equipment - snipping with scissors with support. • To show the `thumb up` of holding scissors. • To make simple snips on a piece of paper, initially with support and then independently. • To experiment with mark making and emergent writing. 	<ul style="list-style-type: none"> • To hold the paper when cutting with their non-dominant hand to help and hold the paper that they are cutting. • To cut a straight and curved line. • To cut a circle, square and complex shape. • To have a dominant hand. • To arch their palm; have in-hand manipulation fluidity; use thumbs in opposition and have finger isolation. 	Shows a preference for a dominant hand. Is increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Progression through Development Matters in Literacy				
Skill	Autumn	Spring	Summer	Goals
Reading Comprehension 	<ul style="list-style-type: none"> • To enjoy sharing books with adults. • To repeat words and phrases. • To ask questions about simple stories. • To touch and handle books and digital devices. • To notice pictures and symbols and begin to recognise what they stand for. 	<ul style="list-style-type: none"> • To have favourite stories they love to share. • To react and respond to illustrations, characters and narratives through sharing books, using questions and imaginative play. • To handle a book carefully. • To maybe engage with print around them - digital and media texts. • To talk about stories. 	<ul style="list-style-type: none"> • To use their memory of story to retell and recount and perform, interpret and invent based on what they have seen and heard. • To be increasingly familiar with a storyline and increasingly predict when they work with memorable texts. • To become an oral storyteller and reenact a text. These skills help them to develop a growing awareness of what is involved for being able to read themselves. • To use picture cues and their understanding of the patterns of language remembered from hearing a book read aloud 	Understands that print has meaning, it can have different purposes, and we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing.
Word Reading	Supersonic Phonics Aspect 1 Environmental sounds Aspect 2 Instrumental Sounds	Aspect 3 Body percussion Aspect 4 Rhythm and Rhyme Aspect 5 Alliteration <ul style="list-style-type: none"> • Perform songs with actions. 	Aspect 6 Voice sounds Aspect 7 Oral segmenting & Blending <ul style="list-style-type: none"> • Make sounds with the voice and practise robot talk, e.g. c-a-t 	Develops their phonological awareness, so that they can spot and suggest rhymes, count


	<ul style="list-style-type: none"> • Listen to and identify environmental sounds . • Use the voice to sing at different volumes Guess and make animal noises Instrumental sounds. • Listen to and identify instrumental sounds. • Remember and repeat rhythms Copy loud and quiet sounds. • Listen attentively. • Explore and experiment with sounds and words. • Distinguishing between different sounds in the environment and sounds in words (phonemes). • To sing songs independently. • To enjoy songs and rhymes. • To notice some print. • To enjoy rhythmic and musical activities. • To play percussion instruments. • To begin to understand the 5 Key concepts of print: 1. Print has meaning; 2. Print can have different purposes; 3. We read English text from left to right and from top to bottom. 	<ul style="list-style-type: none"> • Identify body sounds. • Use the voice to make sounds. Move the body in response to an instrument Rhythm, rhyme & alliteration. • Join in with story phrases and perform actions. • Move in time to a beat. • Continue a rhyming string. • Recognise some initial sounds, e.g. box /b/ Identify people or objects beginning with a given sound. • To develop understanding of rhyme and alliteration and the rich rhythm of stories. • To discriminate phonemes. • To talk about and join in with stories, poems, rhymes and new vocabulary. • To be a 'beginner reader' – they may not access print independently and need to be immersed in a language rich environment, exploring different texts and beginning to develop their understanding of the skills they need to read and begin to see that there are different strategies they can use as they develop their reading skills. • To enjoy sharing new stories, rhymes and poems - texts, rhymes and poems will be an integral part of their time in Nursery. • To begin to understand the 5 Key concepts of print: 4. The names of the different parts of a book; 5. The page sequencing. 	<ul style="list-style-type: none"> • Describe voice sounds, e.g. loud, quiet, high, low. Use the voice to add sounds to a story. • Understand 'sound talk' words that are segmented, e.g. c-oa-t. • Sound out and clap CVC words. • Count phonemes in a word, e.g. b-i-g (1, 2, 3) Identify objects with 3 phonemes, e.g. f-i-sh. • To show an awareness of rhyme and alliteration. • To reproduce audibly, the phonemes they hear, in order, all through the word. • To use sound-talk to segment words into phonemes. • To begin to orally blend phonemes. • To enjoy sharing new stories, rhymes and poems - texts, rhymes and poems will be an integral part of their time in Nursery. • To know a few core words, letter names and/or sounds, especially any of personal significance. • To have not yet developed the strategies to lift the words off the page. • Over time, to play a more active role in 'reading' 	<p>or clap syllables in a word and recognise words with the same initial sound.</p> <p>Engages in extended conversations about stories, learning new vocabulary.</p> <p>Can oral blend and segment.</p>
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<p>Writing</p> 	<ul style="list-style-type: none"> • To add meaning to marks they make. • To make marks to be their name. • To enjoy the sensory experience of making marks. • To distinguish between the marks that they make. • To enjoy drawing and writing on screen and on paper and in different textures, e.g., sand or shaving foam. • To enjoy free drawing. • To copy movements. 	<ul style="list-style-type: none"> • To add meaning to marks they make. • To make marks to be their name. • To imitate adults' writing by making continuous lines circles or shapes. • To identify the initial letter of their name. • To begin to make letter type shapes to represent the initial sound of their name. 	<ul style="list-style-type: none"> • To write some of or their entire name. • To write some letters accurately. • To show an interest in words and illustrations in the environment. • To begin to navigate apps and websites on digital media using drop down menus. • To show an interest in letters on a keyboard and begin to make letter type shapes to represent the initial sound of their name and other familiar words. 	<p>Writes their name. Write most letters in name accurately. Uses some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page or writing 'm' for mummy.</p>
Progression through Development Matters in Maths				
Skill	Autumn	Spring	Summer	Goals
<p>Number</p> 	<ul style="list-style-type: none"> • To orally count. • To take part in finger number rhymes. • To react to changes in a group up to 3. • To show counting like behaviour. • To count in everyday contexts but may miss out or muddle number sequences. • To notice numbers around them, both inside and out. • To develop an awareness of numbers through rhymes and in their surroundings. • To maybe enjoy counting verbally as far as they can go. 	<ul style="list-style-type: none"> • To give 2 or 3 objects from a group. • To begin to count on their fingers. • To point or touch each item, saying one number for each item, using the stable order 1, 2, 3, 4, 5. • To use some number names in play and be fascinated with big numbers. • To begin to recognise numerals 0-10. • To solve everyday problems to 5. • To recite numbers beyond 5. • To have fast recognition of up to 3 objects. • To begin to understand that each counting number is one more than the one before. • Knows that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). • Compares quantities using language: 'more than'. 	<ul style="list-style-type: none"> • To compare groups of up to 5 objects. • To show finger numbers to 5. • To know the 'cardinal principle' - the last number reached when counting tells them how many there are in total. • To link numerals and amounts, e.g., show 4 fingers. • To experiment with their own marks for numbers. • To subitise to 3 with no need to count them. • To begin to know that a bigger number can be created out of smaller numbers. • To begin to use their understanding of numbers to solve everyday problems - in play and meaningful activities. • Compares quantities using language: 'more than', 'fewer than'. • Experiments with their own symbols and marks as well as numerals. 	<p>Recites numbers past 5. Shows 'finger numbers' up to 5. Links numerals and amounts, e.g. showing the right number of objects to match the numeral, up to 5. Solves real world mathematical problems with numbers up to 5. Compares quantities using language: 'more than', 'fewer than'.</p>

<p>Numerical Patterns</p>	<ul style="list-style-type: none"> • To note patterns. • To show an interest in patterns, songs and rhymes. 	<ul style="list-style-type: none"> • To begin to predict what might happen in a predictable situation. • To talk about patterns around them. • To join in with simple patterns in rhymes, games, dances, stories and predict what may come next. 	<ul style="list-style-type: none"> • To extend a simple ABABAB pattern. • To notice and correct an error in a simple pattern. • To explore repeating patterns in everyday objects. events, real or fictional, using words such as ‘first’, ‘then...’ 	<p>Talks about and identifies the patterns around them, e.g. stripes on clothes, designs on rugs and wallpaper. Uses informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Extends and creates ABAB patterns – stick, leaf, stick, leaf. Notices and corrects an error in a repeating pattern.</p>
<p>Shape, Space and Measure</p> 	<ul style="list-style-type: none"> • To have some spatial awareness, e.g., climbing into a space, doing a puzzle. • To enjoy exploring spaces around them. • To begin to put objects inside each other. • To use their body to explore spaces. • To begin to know their way around familiar environments. • To explore shapes around them in their play. • To choose puzzle pieces and try to fit them in. • To make simple constructions. 	<ul style="list-style-type: none"> • To respond to spatial and positional language. • To explore how things look from different views, points, near and far. • To explore different shapes and sizes. • To recognise when two shapes are the same. • To compare sizes. • To compare amounts and use words like ‘lots’ and ‘more’. • To explore the difference in weight, length, size and capacity. • To attempt to make arches and enclosures in their play with construction sets. • To begin to anticipate times of the day. • To use items based on their shape for use in their play. • To respond to common shape names. 	<ul style="list-style-type: none"> • To show an awareness of shape similarities and differences in objects. • To enjoy partitioning and combining 2D and 3D shapes, making new shapes. • To talk about and explore 2D and 3D shapes, talk about their names and some properties. • To combine shapes in play. • To find longer, shorter, heavier, lighter, more/less full of items in meaningful experiences. • To compare quantities and use language like ‘more than’. • To compare objects, size, length, weight and capacity. • To begin to describe a sequence of events, real or fictional using words like first... next... etc. • To recall the sequence of events in everyday life and stories. 	<p>Talks about and explores 2D and 3D shapes using informal and mathematical language, e.g. ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</p> <p>Understands position through words alone, e.g. “The bag is under the table,” – with no pointing.</p> <p>Makes comparisons between objects relating to size, length, weight and capacity.</p> <p>Selects shapes appropriately, e.g. flat surfaces for building, a triangular prism for a roof, etc. Combines shapes to make new ones, e.g. an arch, a bigger triangle, etc.</p>

		<ul style="list-style-type: none"> • To select appropriate shapes for building. 	<ul style="list-style-type: none"> • Describes a familiar route. Discusses routes and locations, using words like 'in front of' and 'behind'. 	
Progression Development Matters in Understanding of the World				
Skill	Autumn	Spring	Summer	Goals
<p>Past and Present</p> 	<ul style="list-style-type: none"> • To begin to make sense of their own life-story and family history. • To enjoy playing with small world, building on their first-hand experiences. 	<ul style="list-style-type: none"> • To begin to make sense of their own life-story and family history. • To enjoy playing with small world, building on their first-hand experiences. 	<ul style="list-style-type: none"> • To enjoy playing with small world, building on their first-hand experiences. • To know there are different countries in the world and talk about the differences they have experienced or seen in photos. • To comment and ask questions about their world such as the place where they live. 	<p>Begins to make sense of their own lifestory and family's history. Shows interest in different occupations. Explores how things work.</p>
<p>People, Culture and Communities (RE/Geography)</p> 	<ul style="list-style-type: none"> • To make connections between the features of their family and other families. • To notice differences between people. • To be curious and show an interest in stories about people or animals. • To enjoy looking at photographs of themselves and other familiar people. • To begin to make their own friends. • In pretend play, to imitate everyday actions and events from their own family and cultural background. • To be interested in different occupations. <p>Discovery RE: Special People Discovery RE: Christmas</p>	<ul style="list-style-type: none"> • In pretend play, to imitate everyday actions and events from their own family and cultural background. • To enjoy looking at photographs of themselves and other familiar people. <p>Discovery RE: Celebrations Discovery RE: Easter</p>	<ul style="list-style-type: none"> • To continue to develop a positive attitude about the differences between people. • To know there are different countries in the world and talk about the differences they have experienced or seen in photos. • To comment and ask questions about their world such as the place where they live. <p>Discovery RE: Storytime</p>	<p>Continues developing positive attitudes about the differences between people. Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos.</p>
<p>The Natural World (Geography/</p>	<ul style="list-style-type: none"> • To explore and respond to their environment, natural phenomena and natural materials. 	<ul style="list-style-type: none"> • To talk about what they see using a wide vocabulary. 	<ul style="list-style-type: none"> • To explore how things work. • To plant and care for seeds and plants. 	<p>Uses all their senses in hands-on exploration of natural materials.</p>

<p>Science)</p> 	<ul style="list-style-type: none"> • To use their senses. • To explore materials. • To talk about what they see using a wide vocabulary. • Explores collections of materials with similar and/or different properties. 	<ul style="list-style-type: none"> • To know that things can be used in different ways. • To talk about some of the things they have observed such as plants, animals and natural objects. • To talk about materials and changes they notice 	<ul style="list-style-type: none"> • To understand the life-cycle of a plant and animal. • To talk about materials and changes they notice. • To begin to understand the need to respect and care for the world. • To explore and talk and about different forces they can feel 	<p>Talks about what they see, using a wide vocabulary. Plants seeds and cares for growing plants. Understands the key features of the life cycle of a plant and an animal. Begins to understand the need to respect and care for the natural environment and all living things. Explores and talks about different forces they can feel.</p>
Progression through Development Matters in Expressive Arts and Design				
Skill	Autumn	Spring	Summer	Goals
<p>Creating With Materials</p> <p>(Art/DT)</p> 	<ul style="list-style-type: none"> • To start to make marks intentionally. • To maybe give meaning to the marks they make. • To engage in pretend play. • To explore colours. • To create using small world and construction. • To show a range of emotions in their drawings. 	<ul style="list-style-type: none"> • To use their senses to explore different materials. • To make simple models and talk about them. • To explore colours. • To take part in pretend play. • To create using small world and construction. • To join materials and explore textures. • To show a range of emotions in their drawings. • To explore colours and colour mixing. • To respond to their senses • Explores different materials freely to develop their ideas about how to use them and what to make. 	<ul style="list-style-type: none"> • To begin to develop stories using small world and equipment. • To explore using 2D and 3D structures. • To freely explore different materials and think about how they may use them. • To explore colour mixing. • To develop their own ideas. • To create closed shapes with continuous lines. • To draw with increasing complexity and detail. • To use their drawings to represent ideas like movements and loud noises. • To respond to their senses 	<p>Begins to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Develops their own ideas and then decides which materials to use to express them.</p>

		<ul style="list-style-type: none"> •Draws with increasing complexity and detail such as representing a face with a circle and including details. 		<p>Joins different materials and explores different textures.</p>
<p>Being Imaginative and Expressive (Music)</p> 	<ul style="list-style-type: none"> • To respond emotionally and physically to music. • To move and dance to music. • To explore their voice. • To enjoy songs and rhymes. • To explore different sound makers. • To create sound effects and movements, e.g., the sound of a car. • To use words to describe sounds and music. • To enjoy taking part in action songs. • Remembers and sings short familiar songs. 	<ul style="list-style-type: none"> • To make rhythmical and repetitive sounds. • To enjoy taking part in action songs. • To move, sing and listen whilst playing instruments. • To listen with increased attention to sounds. • To enjoy songs and rhymes. • To explore different sound makers. • Remembers and sings entire songs. 	<ul style="list-style-type: none"> • To maybe create their own songs. • To sing loudly. • To 'pitch match'. • To play a range of instruments with increasing control, expressing their ideas and feelings/emotions. • To create sounds, movements and drawings to accompany stories. •Plays instruments with increasing control to express their feelings and ideas. 	<p>Listens with increased attention to sounds. Responds to what they have heard, expressing their thoughts and feelings. Sings the pitch of a tone sung by another person ('pitch match'). Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>
<p>See Subject Success In Documents for Subject Progression in Vocabulary</p>				