

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	My family and other animals (celebrations and festivals)	It's good to be me (celebrations and festivals)	If you go down to the woods today...	Bears Bears Everywhere even in space	Take a walk on the wildside...	Seaside Adventures
Focus:	<p>PSED -managing feelings and behaviour</p> <p>UW- people and communities</p> <p>PD - fine and gross motor skills</p> <p>Literacy -phonics</p>	<p>UW- people and communities</p> <p>Maths -number</p> <p>PSED - self confidence and self awareness</p> <p>EAD -exploring and using media and materials.</p>	<p>Literacy - Writing/Reading</p> <p>EAD -exploring and using media and materials.</p> <p>CL - Listening and Attention/ Understanding</p> <p>PD - Health and Self care</p> <p>UW the world -materials</p>	<p>UW the world - environments</p> <p>Maths - Shape and space</p> <p>EAD -Being imaginative</p>	<p>UW the world - living things</p> <p>UW- technology</p> <p>PSED - Making Relationships / Managing feelings and behaviour</p> <p>CL - Speaking</p>	<p>Literacy - Reading/Writing</p> <p>Maths -number</p> <p>Maths -Measure</p>
English genres	<p>Invitations</p> <p>Greeting cards</p> <p>Labels</p> <p>Captions</p>	<p>Recount own experiences</p> <p>Retell patterned stories</p> <p>lists</p>	<p>Letters in role</p> <p>Oral retelling/writing</p> <p>Traditional stories</p> <p>Character descriptions (wanted posters)</p> <p>Recipe</p>	<p>Non- fiction booklets</p> <p>Passports</p> <p>Rewrite beginnings/ middle endings to familiar stories</p> <p>postcards</p>	<p>Instructions</p> <p>Stories based on familiar books</p> <p>Fact Files</p> <p>Letters</p> <p>Explanations</p>	<p>Descriptive settings/characters</p> <p>Adventure stories</p> <p>Persuasion</p>
PSED	<p>Initiates conversations, listens to and takes account of what others say.</p> <p>Begins to explain own knowledge</p> <p>Takes turns</p> <p>Begin to form positive relationships with peers and adults</p> <p>Confident to try new activities and talk about ideas</p>	<p>Takes steps to resolve conflicts with other children, e.g. finding a compromise</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Confident to try new activities and talk about ideas</p> <p>Talk about theirs and others feelings</p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Beginning to be able to</p>	<p>Initiates conversations, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>Children play co-operatively, taking turns with others.</p> <p>They take account of one another's ideas about how to organise their activity.</p> <p>They show sensitivity to others' needs and feelings.</p> <p>Children are confident to try new activities.</p>	<p>They adjust their behaviour to different situations and take changes of routine in their stride</p> <p><i>They can talk about the things they enjoy, and are good at, and about the things they don't find easy.</i></p> <p><i>They are resourceful in finding support when they need help or</i></p>

	<p>Say when they do and don't want help</p> <p>Understand their own actions affect other people</p> <p>Aware of the boundaries set and of behavioural expectations in the setting</p> <p>PROTECTIVE BEHAVIOURS</p>	<p>Work as a part of group and class and follow the rules</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>They adjust their behaviour to different situations and take changes of routine in their stride</p> <p><i>Children play group games with rules.</i></p> <p><i>They understand someone else's point of view can be different from theirs.</i></p>	<p>negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>Children talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.</p> <p><i>They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</i></p> <p><i>They are confident to speak to a class group.</i></p>	<p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</p> <p>They are confident to talk about their ideas and choose the resources they need for a chosen activity</p> <p><i>They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</i></p> <p><i>They are confident to speak to a class group.</i></p>	<p>They can say why they like some activities more than others.</p> <p>They will choose the resources they need for their chosen activities.</p> <p>Children talk about how they and others show feelings.</p> <p>Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.</p> <p><i>They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</i></p> <p><i>They are confident to speak to a class group.</i></p>	<p><i>information.</i></p> <p><i>Children know some ways to manage their feelings and are beginning to use these to maintain control.</i></p> <p><i>They can listen to each other's suggestions and plan how to achieve an outcome without adult help.</i></p> <p><i>They know when and how to stand up for themselves appropriately.</i></p> <p><i>They can stop and think before acting and they can wait for things they want.</i></p> <p><i>They resolve minor disagreements through listening to each other to come up with a fair solution.</i></p> <p><i>They understand what bullying is and that this is unacceptable behaviour.</i></p>
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<p>CL</p>	<p>Begin to sit and concentrate</p> <p>Understand humour nonsense rhymes</p> <p>Extend vocab link to topics</p> <p>Use language to recreate roles and experiences</p> <p>Use past, present and future forms when talking about events</p> <p>Uses language to imagine and recreate roles and experience in play situations.</p> <p>Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</p> <p>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</p>	<p>Extend vocabulary, especially by grouping and naming</p> <p>Use past, present and future forms when talking about events</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention - can listen and do for short span.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses language to imagine and recreate roles and experience in play situations.</p> <p>Understands 'why' and 'how' questions.</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p> <p>They answer how and why questions about their experiences and in response to stories or events.</p> <p>They listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p><i>After listening to stories children can express views about events or characters in the story and answer questions about why things happened.</i></p>	<p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Able to follow a story without pictures or prompts</p> <p>Shows understanding of prepositions.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Children express themselves effectively, showing awareness of the listeners needs</p> <p><i>After listening to stories children can express views about events or characters in the story and answer questions about why things happened.</i></p>	<p>Children listen attentively in a range of situations.</p> <p>Able to follow a story without pictures or prompts</p> <p>Children follow instructions involving several ideas or actions.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Children express themselves effectively, showing awareness of listeners' needs.</p> <p>Children express themselves effectively, showing awareness of the listeners needs</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>They develop their own narratives and explanations by connecting ideas or events</p> <p><i>Children listen to instructions and follow them accurately, asking for clarification if necessary.</i></p> <p><i>They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.</i></p> <p><i>They can carry out instructions which contain several parts in a sequence.</i></p> <p><i>Children show some awareness of the listener by making changes to language and non-verbal features.</i></p> <p><i>They recount experiences and imagine possibilities, often</i></p> <p><i>They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</i></p>
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<p>PD</p>	<p>Jumps and lands appropriately</p> <p>Negotiates space successfully around obstacles.</p> <p>Develop pushing, patting skills.</p> <p>Begins to use simple tools to effect change to materials</p> <p>Build with a range of construction.</p> <p>Show preference for dominant hand</p> <p>Begin to use anticlockwise movements</p> <p>Hold pencil effectively</p> <p>Dry and clean through day</p> <p>Good practise exercise, eating, hygiene and sleeping</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control when pushing and patting</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Uses a pencil and holds it effectively to form recognisable letters.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Begin to use anticlockwise movements and retrace vertical lines</p>	<p>Experiments with different ways of moving.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely.</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching.</p> <p>Practices some appropriate safety measures without direct supervision</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>They manage their own basic hygiene and person needs successfully, including dressing and going to the toilet independently.</p> <p>Children show good control and co-ordination in large movements.</p>	<p>Children show good control and co-ordination in large and small movements.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Children move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</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>They manage their own basic hygiene and person needs successfully, including dressing and going to the toilet independently.</p>	<p>Children safely negotiate space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p><i>Children can hop confidently and skip in time to music.</i></p> <p><i>They hold paper in position and use their preferred hand for writing, using a correct pencil grip.</i></p> <p><i>They are beginning to be able to write on lines and control letter size.</i></p> <p><i>Children know about and make healthy choices in relation to healthy eating and exercise.</i></p> <p><i>They can dress and undress independently, successfully managing fastening buttons or laces.</i></p>
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<p>LIT</p>	<p>Continues rhyming strings</p> <p>Hears initial sounds in words</p> <p>Letter sounds - Phase 2</p> <p>Write own name, labels, captions</p> <p>Blend and segment simple Cv, vc, and simple cvc words</p> <p>Read phase 2 tricky words</p> <p>Gives meanings to marks they make as they draw, write and paint</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately</p>	<p>Continues rhyming strings</p> <p>Says initial sounds in words</p> <p>Write labels, captions</p> <p>Blend and segment cvc words including consonant digraphs</p> <p>Read phase 3 tricky words</p> <p>Writes phase 2 tricky words</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p> <p>Begins to break the flow of speech into words</p> <p>Use their phonic knowledge to write words in ways which match their spoken sounds. They use phonic knowledge to decode regular words and read them aloud accurately</p> <p>They also read some common irregular words</p>	<p>Secure reading phase 3 Tricky words</p> <p>Secure spelling phase 2 Tricky words</p> <p>Secure Sounds phase 3- j, v, w, x, y, z, zz, qu, sh, ch, th, ng, ai, ee, oo (long), oo (short)</p> <p>Complete phase 3 tricky words and sounds</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Describes main story settings, events and principal characters.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Use their phonic knowledge to read and write words in ways which match their spoken sounds.</p> <p>They read and write some irregular common words</p>	<p>Secure level 3 Tricky words spelling and reading</p> <p>Sounds - complete phase 3 and 2 syllable words</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Reads and understand simple sentences.</p> <p>Enjoys an increasing range of books.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>They write some irregular common words</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>They demonstrate understanding when talking with others about what they have read</p>	<p>Complete phase 4 Naming letters of the alphabet.</p> <p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p>They read and write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> <p>They write simple sentences which can be read by themselves and others.</p>	<p>Begin phase 5</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> <p><i>Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words.</i></p> <p><i>They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</i></p> <p><i>They can describe the main events in the simple stories they have read.</i></p> <p><i>Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.</i></p> <p><i>They use key features of narrative in their own writing.</i></p>
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<p>MATHS</p>	<p>Recognise some numbers of personal significance</p> <p>Recognise numerals 1-5</p> <p>Count up to 3 or 4 objects by saying one number name for each item</p> <p>Counts out six objects from a larger group</p> <p>Selects the correct numerals to represent 1-5 then 1-10 objects</p> <p>Recognise, count order numbers to 10 and beyond.</p> <p>Estimate and count fixed and moveable objects</p> <p>Counts and irregular arrangement of up to 10 objects</p> <p>Counting groups together Use language of more and fewer to compare sets of objects</p> <p>1 more 1 less to 5/10</p> <p>Naming 2D shape</p> <p>Simple repeating patterns</p> <p>Build using common shapes</p> <p>Compare height, length and weight</p> <p>Use language of money</p>	<p>Count and order numbers to 20.</p> <p>Say one more than a given number to 10/20</p> <p>Estimate and count fixed and moveable objects to 20</p> <p>Counting groups of objects together</p> <p>In practical activities start to use the language of addition</p> <p>Begin to record using marks they can interpret and explain</p> <p>Know 1 more 1 less to 10 and with objects/ number line to 20</p> <p>Properties of 2D shapes,</p> <p>Selects a particular named shape.</p> <p>Order 3 items by length or height</p> <p>Order 2 items by weight</p> <p>Problem solving using height and length, money, pattern and halving and sharing</p>	<p>Knows one more or one less to 10/20</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape (3D)</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Orders two items by weight.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Uses everyday language related to time and money.</p> <p>Children use everyday language to talk about size and weight</p> <p>Children use everyday language to compare quantities and objects and to solve problems</p>	<p>Knows one more or one less to 20</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Using quantities and objects they add and subtract 2 single digit numbers</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Uses familiar objects and common shapes to create and recreate patterns.</p> <p>Uses everyday language related to time.</p> <p>Measures short periods of time in simple ways.</p>	<p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>They solve problems, including doubling, halving and sharing.</p> <p>Children use everyday language to talk about, distance and time to compare quantities and objects and to solve problems.</p> <p><i>Children estimate a number of objects and check quantities by counting up to 20.</i></p> <p><i>Using larger amounts they solve practical problems that involve combining groups of 2 or 10, or sharing into equal groups.</i></p> <p><i>Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</i></p>	<p>Children use everyday language to talk about capacity and money to compare quantities and objects and to solve problems.</p> <p><i>Children estimate a number of objects and check quantities by counting up to 20 and beyond.</i></p> <p><i>Using amounts to 100 they solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</i></p> <p><i>Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</i></p>
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<p>UW</p>	<p>Similarities and differences living things</p> <p>Features of immediate environment</p> <p>Observations of animals</p> <p>Talk about past and present events in own and family lives</p> <p>Enjoys joining in with family customs and routines They make observations of plants why some things occur, and talk about changes.</p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software</p> <p>EYFS 01 Role play and ICT EYFS 04 Use multimedia - easi ears EYFS 06 Use a sound recording device EYFS 02 Create a painting using ICT</p>	<p>Children talk about past and present events in their own lives and the lives of family members</p> <p>They know about similarities and differences between themselves and others and among families, communities and traditions</p> <p>They know other children don't always enjoy the same things, and are sensitive to this.</p> <p><i>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect</i></p> <p>Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software EYFS 01 /EYFS 04/ EYFS 06 EYFS 02 Create a painting using ICT</p>	<p>Looks closely at similarities, differences, patterns and change</p> <p>Children know about similarities and differences in relation to materials.</p> <p><i>They know the properties of some materials and can suggest some of the purposes they are used for.</i></p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p> <p>EYFS 01 /EYFS 04/ EYFS 06 Use a sound recording device</p>	<p>They know about similarities and differences between themselves and others and among families, communities and traditions</p> <p>Looks closely at similarities, differences, patterns and change</p> <p>Children know about similarities and differences in relation to place.</p> <p>They talk about the features of their own environment and how environments may vary one from another</p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p> <p>EYFS 01 / EYFS 04 / EYFS 06 EYFS 03 Real Life Communications</p> <p><i>Children find out about and use a range of everyday technology.</i></p>	<p>Children know about similarities and differences in relation to living things.</p> <p>They make observations of animals and plants why some things occur, and talk about changes.</p> <p><i>Children know that the environment and living things are influenced by human activity.</i></p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p> <p>EYFS 01 /EYFS 04/EYFS 06 EYFS 05 Digital photography</p> <p><i>They select appropriate applications that support an identified need - for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</i></p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own environment and how environments may vary one from another</p> <p>They make observations of animals and plants why some things occur, and talk about changes.</p> <p>They select and use technology for particular purposes.</p> <p>EYFS 01 /EYFS 04 / EYFS 06 EYFS 07 Electronic Toys</p> <p><i>They can describe some actions which people in their own community do that help to maintain the area they live in.</i></p> <p><i>They are familiar with basic scientific concepts such as floating, sinking, experimentation.</i></p>
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<p>EAD</p>	<p>Begins to build a repertoire of songs and dances - Body songs/ Harvest songs</p> <p>Explores the different sounds of instruments.</p> <p>Choosing colours for purpose</p> <p>Develop cutting, sticking and painting skills</p> <p>Create simple representations of people.</p> <p>Play alongside other children engaged in same theme</p>	<p>Begins to build a repertoire of songs and dances -World War 1 songs/Xmas songs</p> <p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>They safely use and explore a variety of tools and techniques, experimenting with colour.</p> <p>Introduces a storyline or narrative into their play.</p>	<p>Explores the different sounds of instruments.</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative</p>	<p>Experiments to create different textures.</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <ul style="list-style-type: none"> • Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <ul style="list-style-type: none"> • Introduces a storyline or narrative into their play. 	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p><i>Children develop their own ideas through selecting and using materials and working on processes that interest them.</i></p> <p><i>Through their explorations they find out and make decisions about how media and materials can be combined and changed</i></p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p> <p><i>Children talk about the ideas and processes which have led them to make music, designs, images or products.</i></p> <p><i>They can talk about features of their own and others work, recognising the differences between them and the strengths of others.</i></p>
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Themed weeks	Film week Dinosaur Dance	Traditional Tales – from 2015	Art for gallery and fundraising Poetry week (end product – book)	Teddy Bears picnic	Science – famous scientists Gribblybugs	Ugly Bug Ball
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Bold – ELG Statements *Italic – Exceeding statements*