



**Greenside Primary School
Nursery Class Curriculum**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	Me and My Family	Celebrations	People Who Help Us	The Farm	The Seaside	Transport
	Goat Goes to playgroup Maisy Goes to Nursery Feelings You Be You We Are Family Owl Babies You Choose Shark in the Park	Winnies Wand Lighting a Lamp: Diwali Story Happy Birthday SpotGeorge's Hanukkah My First Christmas Story We're Going on a Bear Hunt Fill a Bucket	People Who Help Us- Doctor, Teacher, Police, Fire Fighters, Chef, Vet Nurse Clementine Doctor Maisy Spot Goes to the Fire Station Topsy and Tim Meet the Police The Gruffalo's Child	Noisy Farm Farmer Duck Rosie's Walk Duckie's Ducklings We're going on an egg hunt	Look and See: What Can You Find at the Seaside Sharing a shell Billy's Bucket The Singing Mermaid The Lighthouse Keepers Lunch Jasper's Beanstalk	Duck in the Truck Mr Gumpy's Outing The Train Ride Amazing Aeroplanes Whatever Next Room on the Broom
Prime Areas of Learning						
Communication and Language						
Listening, attention, understanding and speaking	To take part in adult-led, hands on activities in a small group.	To listen in a small group with visual and/or kinaesthetic support.	To listen in a group for auditory and language activities.	To listen in small groups with distractions if I understand.	To listen as part of a medium sized group with visual and/or kinaesthetic support and distractions minimised.	To listen to my peer's conversations in one to one or small group situations if the topic interests me.
	To fill in gaps within familiar songs, rhymes and mantras. To engage in simple role play narrative with support. To put 3 or 4 words together to make a short sentence e.g. 'me want more juice' 'him want coat on'. To begin to listen and	To participate in familiar phrase led mantras in simple activities and stories e.g. he looked up, he looked down. To start a conversation with an adult or a friend and continue taking turns To put 3 or 4 words together to make a short sentence. To ask some questions e.g. 'what?' 'where?' and 'who?' To shift attention from one thing to another with support.	To join in repeated refrains and anticipate key events and phrase in familiar rhymes and stories. To anticipate and participate in familiar sentence level mantras e.g. 'Silly old fox, doesn't he know...' To carry out a sequence of activities in my pretend play 'Let's go on a bus. You sit there, I'll be the driver' To use some word endings to indicate present tenses, plurals and negatives e.g. 'The witch is flying'.	To listen to familiar stories with increasing attention and remember what happened. To begin to re-enact and retell stories I have heard in my play. To ascribe meaning and talk about to the things I have drawn or created. To use more word endings to indicate present tenses, plurals and negatives e.g. 'The witch is flying'.	To talk about events and principal characters in stories and suggest how the story might end. To give my puppets, role play characters and figures a 'voice'. To use longer sentences with 4 to 6 words together e.g. 'I want to play with the cars' or 'What's that thing called?' To use pronouns with increasing accuracy. To talk about favourite books including characters and events.	To know a large repertoire of rhymes and songs To express my point of view and talk about this. To use more complex sentence structures to link thoughts e.g. 'and' 'because' 'I like ice cream because it makes my tongue shiver'. To use the future and past tense with increasing accuracy e.g. 'I am going to the park' 'I went to the shop'.
	To select a familiar object by function if the simplest verb is used e.g. Give me the one you cut with, eat with. To follow instructions at two words level in a specific order e.g. "Give the banana to teddy"		To select a familiar object if a simple topic, location, attribute or part word is used e.g. 'Give me the one from the bedroom. The shiny one/the one with wheels.		To sort objects into two groups based on shared, simple semantic link e.g. 'food' or 'clothes'.	

			To follow instructions at three word-level with familiar vocabulary including colour e.g. "Give mummy a green bowl!"		To follow instructions at three world level or that have two parts including early position and size e.g. "Give the little banana to the teddy", "Put the spoon in the doll's cup", "Get your coat and wait at the door".	
Vocabulary Development (ongoing daily)	<p>To extend my vocabulary as people name and explain using words I already know. To know and recall new knowledge and vocabulary from stories and rhymes which have been read to me. To use new vocabulary, exploring the meaning when I talk. To know how to ask if I don't know the meaning of a new word.</p>					
Personal, Social and Emotional Development						
Self-regulation, managing self and building relationships	<p>To separate from main carer and learn to adapt to the new school environment.</p> <p>To seek comfort from familiar adults in the setting and at school.</p> <p>To know that they can approach adults for help.</p> <p>To talk about and begin to understand different feelings such as 'happy', 'sad' 'angry' or 'worried'.</p> <p>To enjoy and begins to accept responsibility for carrying out small tasks.</p> <p>To begin to play with more than one child engaged in the same thing.</p> <p>To begin to take turns with adult support.</p>	<p>To follow the daily routines and classroom rules.</p> <p>To know how rules help us to be happy and safe at school</p> <p>To know the behavioural expectations at school.</p> <p>To show increasing confidence when talking to adults and peers in the setting.</p> <p>To begin to show more confidence with less familiar people.</p> <p>To name different feelings and emotions e.g. happy, sad.</p> <p>To begin to develop strategies to manage feelings and emotions.</p> <p>To show an awareness of right and wrong.</p> <p>To form a special friendship.</p> <p>To be a kind friend.</p>	<p>To know how to and be able to share resources and play with others.</p> <p>To take turns whilst playing, waiting to have a turn.</p> <p>To express own preferences and interests.</p> <p>To adapt behaviour to different places and circumstances.</p> <p>To be able to select activities independently.</p> <p>To talk about feelings using a wider range of vocabulary e.g. worried, scared, upset.</p> <p>To how others might be feeling.</p> <p>To manage own behaviour through making positive choices, sometimes with support.</p> <p>To keep play going with others through my interactions.</p>	<p>To show increased independence in accessing and exploring the environment.</p> <p>To independently put on a coat., with help to fasten it.</p> <p>To manage own self-care with increasing independence.</p> <p>To become more outgoing with unfamiliar people.</p> <p>To express my wants and needs using the words instead of physical emotions.</p> <p>To be aware of the classroom setting and know how to confidently and safely access different areas</p> <p>To be aware my behaviour may cause other children to feel happy, cared for or sad.</p> <p>To know some behaviour is unacceptable.</p>	<p>To initiate play with peers and keep play going by offering ideas and listening to others' ideas.</p> <p>To keeps play going by responding to what others are saying and doing.</p> <p>To begin to regulate their own behaviour consistently.</p> <p>To set simple personal goal and work towards them.</p> <p>To build resilience to keep trying and not give up.</p> <p>To be able to show sensitivity towards others and their peers.</p>	<p>To talk positively about myself and the things I can do.</p> <p>To talk about things I have done that make me feel proud.</p> <p>To continue to build resilience to keep trying and not give up, when facing a challenge.</p> <p>To find some solutions to conflicts and problems, seeking adult support when I need it.</p> <p>To self-regulate some of my emotions and know some calm down strategies.</p>

	<p>To select activities and resources to achieve a goal I have chosen/or suggested to me with adult support.</p> <p>To give focus to a task until I have completed it.</p> <p>To know we have classroom rules to keep everyone safe.</p> <p>To know key staff in nursery and that help to keep me safe.</p> <p>To play alongside other children in nursery, showing an interest in what they are doing.</p>	<p>To select activities and resources safely.</p> <p>To follow classroom rules without being reminded.</p> <p>To increasingly play with other children, extending and elaborating play ideas.</p> <p>To know how to share and take turns with others.</p>	<p>To participate in a wide range of activities, outside and inside with confidence.</p> <p>To increasingly follow rules, understanding why they are important.</p> <p>To be increasingly confident to talk to less familiar people, in the safe context of our setting.</p> <p>To be increasingly more confident in new social situations.</p>			
Physical Development						

Ongoing skills developed throughout the term

<p>Gross Motor Skills</p>	<p>To copy movements e.g. to music, rhythm.</p> <p>To climb stairs with alternate feet and descend putting two feet on one step.</p> <p>To run forwards and turn corners while pushing or pulling a large toy.</p> <p>To walk in different directions in a straight line without collisions.</p> <p>To march on the spot and walk along.</p> <p>To jump with both feet together.</p> <p>To jump forwards.</p> <p>To walk on tiptoe.</p> <p>To sit still for a short period.</p> <p>To stand still and stop on command.</p> <p>To catch a large ball while chasing it.</p> <p>To throw a large ball with both hands.</p> <p>To walk on a balance bike.</p> <p>To scoot using one foot on a tri-scooter.</p>	<p>To use large-muscle (shoulder and arm) movements e.g. to make circular movements to music, cross the midline, wave flags, streamers.</p> <p>To walk forwards and backwards in a smooth walking pattern.</p> <p>To walk sideways.</p> <p>To crawl on four points, kneeling.</p> <p>To support myself on hands and knees.</p> <p>To move my arms and legs in opposition.</p> <p>To roll from tummy to back.</p> <p>To climb ladders and sturdy nets</p> <p>To jump over a small stationary object.</p> <p>To jump onto a given spot/object maintaining balance.</p> <p>To freeze in position and stay for a short period of time.</p> <p>To stand momentarily on one foot.</p> <p>To walk along a bench, maintaining balance.</p> <p>To push/roll a large ball at a target.</p> <p>To use a foot to tap a ball.</p> <p>To ride a balance bike, scooting feet and maintaining balance.</p> <p>To scoot on a tri scooter, lifting both feet off the ground.</p>	<p>To remember sequences and patterns of movement related to music and rhythm.</p> <p>To run around obstacles and turn corners.</p> <p>To move forwards and backwards with increasing agility.</p> <p>To walk down stairs holding on, alternating feet.</p> <p>To roll with knees bent and/or arms straight.</p> <p>To jump off a low object, landing on both feet safely.</p> <p>To hop a few paces on one foot.</p> <p>To skip.</p> <p>To balance on one foot for three to four seconds.</p> <p>To catch a large ball between extended arms.</p> <p>To walk towards and kick a ball.</p> <p>To ride a balance bike, manoeuvring around a bend.</p> <p>To scoot confidently on a tri-scooter, negotiating space.</p>
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PE Skills

<p>Gross Motor Skills</p>	<p>To move safely and sensibly in a space with consideration of others.</p> <p>To develop moving safely and stopping with control.</p> <p>To use equipment safely and responsibly.</p>	<p>To develop rolling a ball to a target.</p> <p>To develop stopping a rolling ball.</p> <p>To develop accuracy when throwing to a target.</p> <p>To develop bouncing and catching a ball.</p>	<p>To develop balancing whilst stationary and on the move.</p> <p>To develop running and stopping.</p> <p>To develop changing direction.</p> <p>To develop jumping and landing.</p>	<p>To explore different body parts and how they move.</p> <p>To explore different body parts and how they move and remember and repeat actions.</p> <p>To express and communicate ideas through movement exploring directions and levels.</p>	<p>To work safely and develop running and stopping.</p> <p>To develop throwing and learn how to keep score.</p> <p>To be able to play games showing an understanding of the different roles within it.</p>	<p>To copy and create shapes with your body.</p> <p>To be able to create shapes whilst on apparatus.</p> <p>To develop balancing and taking weight on different body parts.</p>
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	<p>To use different travelling actions whilst following a path.</p> <p>To work with others co-operatively and play as a group.</p> <p>To follow, copy and lead a partner.</p>	<p>To develop dribbling a ball with your feet.</p> <p>To develop kicking a ball.</p>	<p>To develop hopping and landing with control.</p> <p>To explore different ways to travel.</p>	<p>To create movements and adapt and perform simple dance patterns.</p> <p>To copy and repeat actions showing confidence and imagination.</p> <p>To move with control and co-ordination, linking, copying and repeating actions.</p>	<p>To follow instructions and move safely when playing tagging games.</p> <p>To work co-operatively and learn to take turns.</p> <p>To work with others to play team games.</p>	<p>To develop jumping and landing safely.</p> <p>To develop rocking and rolling.</p> <p>To copy and create short sequences by linking actions together.</p>
Fine Motor Skills	<p>To hold a chunky crayon and scribble freely,</p> <p>To make vertical, horizontal and circular marks.</p> <p>To paint with wrist actions, making dots</p> <p>To hold scissors and begin to make snips in paper.</p> <p>To build a tower stacking 5 or 6 blocks.</p> <p>To use two large containers to pour and fill e.g. buckets, large jugs, scoops.</p> <p>To thread cotton reels or big beads.</p> <p>To complete a jigsaw puzzle with 4 pieces.</p>	<p>To hold chunky pencil and paintbrush and draw freely.</p> <p>To draw a person with head and face.</p> <p>I know how to draw circles.</p> <p>To draw a horizontal and vertical line.</p> <p>To draw a + shape.</p> <p>To draw a square.</p> <p>To copy some letters from my name.</p> <p>To begin to cut making continuous snips with scissors.</p> <p>To build with blocks, boxes and planks.</p> <p>To use smaller sieves, ladles, moulds and funnels to pour and fill.</p> <p>To thread smaller beads.</p> <p>To complete a jigsaw puzzle with 6 pieces.</p>	<p>To hold a pencil with a conventional grip e.g. palmer grasp or 4 finger grasp.</p> <p>To begin to show preference for a dominant hand.</p> <p>To draw a person with head, legs and a body.</p> <p>To copy the letters from my name.</p> <p>To use scissors with increasing strength, cutting simple shapes in paper.</p> <p>To build with smaller blocks and parts.</p> <p>I know how to use small jugs, cups, spoons and narrow containers to pour and fill.</p> <p>To complete a jigsaw puzzle with 8-10 pieces.</p>			
Health and Self Care	<p>To take off my coat.</p> <p>To take off my shoes.</p> <p>To know when I need the toilet.</p> <p>To pull down own clothes to go to the toilet.</p> <p>To wash my hands independently.</p> <p>To pull clothes back up when finished.</p>	<p>To put on my own coat- pushing my arms through.</p> <p>To put on shoes and fasten velcro and welly boots.</p> <p>To put a straw in my milk.</p> <p>To be increasingly clean and dry during the day.</p> <p>To use a fork to put food in my mouth, loading it with increasing skills.</p>	<p>To put on my own coat on and begin to zip it up.</p> <p>To carry a cup of water without spilling.</p> <p>To use the toilet when I feel the urge with independence.</p> <p>To use a knife to cut soft food.</p> <p>To have an awareness of some healthy and unhealthy foods.</p> <p>To continue to eat new foods and textures.</p>			

	To use a spoon to put food in my mouth. To be willing to try new foods.	To eat a wider range of food. To be aware that exercise is good for you.	
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Specific Skills

Literacy

Comprehension	To share books with an adult. To begin to understand the words 'who,' 'what' and 'where' when used in a context. To fill in the missing word or phrase in a known rhyme, story or game. To know we read from left to right. To hold a book and which way we turn the pages. To understand the nouns 'book,' 'story,' 'page,' 'picture' and 'writing' in relation to stories and books.	To recognise familiar logos from popular culture, commercial print or icons from apps. To join in with and enjoy rhythmic activities with words of familiar songs and nursery rhymes. To know print has meaning. To recognise print in the environment e.g. in signs, menus, and logos.	To listen to and join in with stories and poems when reading one to one and in small groups. To know and repeat and use words or phrases from familiar stories. To know and join in with some favourite stories, rhymes, songs and poems. To choose books to read.	To listen to and join in with repeated refrains and anticipate key events and phrases in familiar rhymes and stories. To look at and enjoy print and digital books independently, including ebooks. To answer words 'who,' 'what' and 'where' when used in a context.	To recall and to comment on events and main characters in familiar stories. To suggest how the story might end. To recognise and understand that information can be relayed through signs and symbols in various forms in the classroom environment and beyond.	To recognise and read familiar words and signs such as my own name, familiar advertising logos and screen icons. To handle books and touch screen technology carefully and the correct way up with increasing accuracy.
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Specific Skills

Literacy

Phonological Awareness and Word Reading	To identify outdoor and indoor sounds. To identify sounds on sound lotto games. To create different sounds e.g. using drumsticks. To guess what is inside a container by sound. To identify and name instruments being played. To discriminate and copy loud and quiet sounds.	To join in rhyming stories/perform actions to nursery rhymes To recognise the pattern of syllables in words/clapping varying syllables (1-3) To hear rhyming words when playing games such as bingo and odd one out. To hear and say initial sound in names.	To produce sounds with our voices e.g. tick, tock for clock/listen to and sing a variety of songs. To use our voices to add sounds to a story/rhyme/continue a sound pattern with voice. To understand sound talk (blending sounds) e.g. put on your c-oa-t, h-o-p, touch your t-oe-s. To use robot talk. (c-a-t).	To blend phonemes and listen for the word (visual games say word identify object). To sound talk /segment words into phonemes games (visual props). To segment words into phonemes and blend to say the word games (visual props).	To begin to link letters to sounds e.g. first letter(s) of our names. To begin to link letters to sounds for units 1 and 2. To match taught letters to objects of their initial sound. To hear and say the sounds in simple CVC words, with taught GPCs. To recognise some of the letters that represent them.	To link more letters to sounds e.g. first letter of our names. To begin to link letters to sounds for units 3 and 4. To match taught letters to objects of their initial sound. To hear and say the sounds in simple CVC words, with taught GPCs. To recognise some of the letters that represent them.
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	<p>To stop and start playing to a signal.</p> <p>To remember and repeat a rhythm.</p> <p>To perform a song with action/perform actions with varying speed.</p> <p>To copy a body sound/identify a body sound e.g. clapping.</p>	<p>To hear and say initial sounds at the beginning of words.</p> <p>To recognise when the initial sound is the same in consecutive words (alliteration).</p> <p>To make correct mouth movement for sounds.</p> <p>To sort objects that begin with the same sound.</p> <p>To recognise the first letter shape in my name.</p>	<p>To clap sounds in CVC words / clap each phoneme in unison (visual props).</p>		<p>To manipulate the initial sound in simple CVC words.</p>	<p>To manipulate the medial and final sound in simple CVC words.</p> <p>To recognise my name from a selection of others.</p> <p>To begin to recognise the names of some of my friends.</p>
Writing	<p>To draw and mark make freely.</p>	<p>To add marks to a drawing to add meaning.</p>	<p>To use mark make for a purpose e.g. shopping list, a birthday card, a sign for a shop or a model.</p>		<p>To write and spell some initial sounds in words e.g. 'm' for mum, my own name.</p>	<p>To write my own first name.</p>

Mathematics

Number, Numerical Patterns	<p>To match objects into pairs <i>e.g. gloves, socks.</i></p> <p>To play pairs games, recognising when 2 objects are the same.</p> <p>To match by both size and colour <i>e.g. compare bears.</i></p> <p>To match shapes to silhouettes.</p> <p>To match block models by height.</p> <p>To match Numicon shapes.</p> <p>To sort by a given criteria <i>e.g. children who have a sibling, has a pet, likes carrots.</i></p> <p>To sort familiar items <i>e.g. items at tidy time, socks on a washing line in the home corner.</i></p> <p>To sort natural materials.</p> <p>To count sets of items and recognise when they contain the <u>same</u> amount. To say the numbers to 3 in order.</p> <p>To begin to represent 1,2,3 <i>including on fingers.</i></p> <p>To make their own collections of objects for 1,2,3.</p>	<p>To say the numbers to 4 in order.</p> <p>To begin to represent 1,2,3,4 <i>including on fingers.</i></p> <p>To make their own collections of objects for 1,2,3,4.</p> <p>To begin to count 1,2,3,4 objects saying number names in order.</p> <p>To begin to recognise that the final number is the total in the group.</p> <p>To separate 1,2,3,4 in different ways.</p> <p>To use own marks to record 1,2,3,4.</p> <p>To begin to count 1,2,3,4 sounds or movements.</p> <p>To begin to count out 1,2,3, 4 objects from a larger group.</p> <p>To join in with number songs and rhymes.</p>	<p>To say the numbers to 5 in order.</p> <p>To begin to represent of 1,2,3,4,5 <i>including on fingers.</i></p> <p>To make their own collections of objects for 1,2,3,4,5.</p> <p>To begin to count 1,2,3, 4,5 objects saying number names in order.</p> <p>To begin to recognise that the final number is the total in the group.</p> <p>To separate 1,2,3, 4 in different ways.</p> <p>To use own marks to record 1,2,3,4,5.</p> <p>To begin to count 1,2,3,4,5 sounds or movements.</p> <p>To begin to count out 1,2,3, 4,5. objects from a larger group.</p> <p>To join in with number songs and rhymes.</p>
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	<p>To begin to count 1,2,3 objects saying number names in order.</p> <p>To begin to recognise that the final number is the total in the group.</p> <p>To use own marks to record 1,2,3.</p> <p>To separate 1,2,3 in different ways.</p> <p>To begin to count 1,2,3 sounds or movements.</p> <p>To begin to count out 1,2,3 objects from a larger group.</p> <p>To join in with number songs and rhymes.</p>		
<p>Shape, Spatial Awareness and Measures</p>	<p>To enjoy playing with 2d and 3d shapes.</p> <p>To show some spatial awareness when playing with shapes e.g. stacking blocks.</p> <p>To begin to use some simple mathematical language about shapes e.g. curvy, round.</p> <p>To begin to develop awareness of weight, length and capacity.</p>	<p>To show interest in shapes as I play e.g. making arrangements of shapes, looking at shapes and playing with shapes</p> <p>To use 2D and 3d shapes when playing.</p> <p>To begin to use some language associated with shapes - circle, square and triangle.</p> <p>To follow some simple positional language e.g. over there, beside.</p> <p>To begin to develop awareness of distance, time and money e.g. through role-play and everyday routines.</p> <p>To follow simple 1 step movement instructions 'crouch down' 'move along', 'lie down', 'walk backwards'.</p> <p>To give simple 1 step movement instructions.</p> <p>To recognise a simple AB pattern.</p>	<p>To use some early 'position talk'.</p> <p>To follow 2-step movement instructions e.g. in games, challenges or physical contexts move a toy (such as a teddy) to follow the instructions.</p> <p>To give 2-step instructions to each other.</p> <p>To follow a simple pattern e.g. clapping.</p>
<p>Understanding the World</p>			

People, Cultures and Community The Natural World Technology	To know that people, families and communities celebrate special occasions e.g. birthdays, anniversaries, Halloween. To find out about the Hindu festival of Divali. To find out about the Jewish festival of Hannukah. To know some of the traditions linked to Christmas.		To know how others care for us and help us. To know how we can care for others and help them. To identify light and dark. To investigate shadows To describe the roles of some of the people in my family e.g. their job.	To know about people who are special to us (mum). To know some of the traditions linked to Easter. To notice and name seasonal changes – spring. To name animals and their young. To know about what animals need to grow. To know what maps are for. To create a 3d map linked to a story. To remember a recent special trip and talk about it from photos. To celebrate a special event e.g. Mothering Sunday, Pancake Day. To switch an iPad on and off. To access an app on an iPad.	To talk about things that are important to them. To know how to care for our world and living things. To plant seeds and observe changes over time. To talk about the life cycle of a plant. To identify the characteristics of a seaside locality. To recall special memories using objects and photos. To know I changed over time from photos baby-toddler-now. To retrieve simple information from computers. To know how to keep safe when using a computer or iPad. To use items of technology in role play with purpose.	To know about helping and what a good helper is. To know about people who are special to us (dad). . To notice and name seasonal changes – summer. To identify a push or pull when playing e.g. with a toy car, pushing buttons, pulling on a rope. To explore making objects move, stop, speed up, slow down, change direction or change shape with a push or a pull. To find about different ways to travel to school. To compare vehicles from the present to those from the past
	To notice and name seasonal changes linked to autumn To name parts of my body. To know that I was a baby and have grown. To know what I need to grow and be healthy. To explore the different areas around our garden. To talk about myself. To name the key people in my life at home and school. To know I was a baby and to recognise my baby photo. To mark make on paint software with the interactive whiteboard. To explore objects using a light box.	To notice and name seasonal changes linked to winter To know our five senses. To explore using the five senses. To follow a journey linked to a story on a story stick. To know how my family celebrates special times. To talk about special times in my life. To play simple games on the interactive whiteboard by pressing buttons. To use a range of technological toys e.g. lift the flap, remote control cars. To recognise things in the house which use technology. To keep safe around electrical equipment.	To know routines linked to daily life e.g. going to school, visiting the shops, doctor, dentist. To select brushes, colours and rubbers by pressing buttons, when drawing on paint software. I know how to interact with parts to make a toy move or achieve a sound effect. I know how to describe how to use a machine e.g. washing machine, microwave	To play simple games on the interactive whiteboard by dragging and dropping items. To play games with a time mechanisms e.g. Buckaroo, Pop up pirate.		
Expressive Arts and Design						

<p>Music and Movement</p>	<p>I know how to listen carefully to environmental sounds and talk about the sounds heard</p> <p>I know how to use the voice in different ways to generate sounds through play. e.g. brm for a toy car, ch ch train, or animal sounds.</p> <p>To join in with simple songs and rhymes, recognising repeated words and phrases.</p> <p>To move to music and perform simple actions.</p> <p>To respond to sounds with body movements.</p> <p>To use objects and instruments to make sounds.</p> <p>To create sounds by banging, shaking, tapping or blowing objects and instruments.</p> <p>To know and show awareness of a sound being loud or quiet.</p> <p>To know and join in with dancing and ring games.</p> <p>To learn about rhythm through dance.</p>	<p>To listen to stories/rhymes/music with increasing attention and recall, joining in with enjoyment.</p> <p>To use physical actions and sounds to enhance play.</p> <p>To engage with some music, songs and stories from different cultures</p> <p>To join in with familiar stories, dances and actions songs with repeated refrains e.g. looking/pointing/clapping and turn taking.</p> <p>To use sound and movement to internalise a song/story/rhyme.</p> <p>To create simple rhythms using body/objects/instruments.</p> <p>To respond with my body when performing.</p> <p>To know music is used for communication in varied contexts e.g. greeting songs, celebrations, lullabies.</p> <p>I know some simple percussion instruments by sound and some by sight.</p> <p>To move in a range of ways in response to a range of music e.g. jumping, clapping, dancing</p> <p>To recognise rhythmic changes for skipping, marching, hopping, jumping etc.</p>	<p>To explore sound through singing, movement and instrumental work.</p> <p>To know a repertoire of simple songs and rhymes.</p> <p>To be able to play a short percussion piece with a rhythmic feel.</p> <p>To be able to move to music with a rhythmic feel.</p> <p>To make up simple songs/chants.</p> <p>To know simple characteristics of music: speed, volume, high/low (pitch) in simple terms.</p> <p>To generate sounds with a range of instruments from different cultures e.g drums, cabasas</p> <p>To generate in a range of ways e.g. digital apps, recordings (Musical Me app)</p> <p>To follow sounds represented as simple simples/diagrams.</p> <p>To follow and create a string of sounds using picture association.</p> <p>I know sounds can be recorded as symbols</p> <p>I know how to perform in an ensemble context using instrument and/or voice.</p> <p>I know how to enjoy music as a performer and as part of an audience.</p> <p>To respond physically when appraising music (moving/dancing/clapping)</p> <p>To know that music can evoke feelings and memories.</p>
<p>Creating with Materials</p>	<p>To make sensory marks including lines, dabs, dots and dashes, up and down with chubby crayons, chalks, sticks, paint brushes, rollers, marker pens with large movements</p> <p>To identify colours and begin to explore how colours can be changed.</p> <p>To draw and represent simple ideas and movements.</p> <p>To use large brushes to make marks with paint.</p>	<p>To have simple ideas to create.</p> <p>To ascribe meaning or narrate the marks I make.</p> <p>To draw a face with a circle including some details.</p> <p>To draw different emotions like happiness or sadness.</p> <p>To explore colour mixing.</p>	<p>To produce drawings that can be largely understood.</p> <p>To explore paint with added texture.</p> <p>To make simple patterns when printing with objects.</p> <p>To select and join materials simple to create simple models and sculptures, using own ideas.</p>

	<p>To print, considering placement, using natural materials, blocks and objects.</p> <p>To be interested and to describe the texture of things.</p> <p>To join construction pieces together to build and balance on a large and small scale.</p> <p>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>To use my hands to squeeze and shape dough when constructing.</p> <p>To use cutters and rollers independently.</p> <p>To combine malleable materials and loose parts to build structures.</p> <p>To use glue and a spreader to join materials (collage).</p>	<p>To use a range of painting tools.</p> <p>To use my hands to shape dough and clay by rolling into cylinders and balls.</p> <p>To use a rolling pin to flatten malleable materials.</p> <p>To use shapes to create pictures and represent objects</p> <p>To construct with a purpose in mind, using a variety of materials.</p> <p>To develop the technique of folding.</p> <p>To use tape and a dispenser to join materials.</p> <p>To use simple tools and techniques competently and appropriately.</p>	<p>To evaluate what has been made and make adjustments or improvements with support.</p> <p>To manipulate malleable materials to achieve a planned effect, adding and combining media.</p> <p>To engage with others to extend role play.</p>
<p>Being Imaginative</p>	<p>To join in with action songs.</p> <p>To explore a range of sound makers and instruments.</p> <p>To copy and make rhythmic patterns using body, voice, and instruments.</p> <p>To engage in role-play alongside others involved in the same theme using props.</p> <p>To use small world resources to retell parts of familiar stories and make links to the real world.</p> <p>To begin to create and become immersed in an imaginary concept using real-life experiences and places.</p>	<p>To sing the pitch of a tone.</p> <p>To name and explore a range of instruments in different ways.</p> <p>To copy and make rhythmic patterns using body, voice, and instruments.</p> <p>To begin to create and use a narrative alongside props within role-play.</p> <p>To begin to explore different characters within role-play with peers.</p> <p>To begin to develop narratives using small world.</p> <p>To create and become immersed in an imaginary concept using real-life experiences and places.</p>	<p>To create their own songs and change words or parts of songs.</p> <p>To sing a moving melody.</p> <p>To remember and sing an entire song</p> <p>To develop a narrative with others within role-play.</p> <p>To make their own imaginative small worlds using other resources.</p> <p>To create and become immersed in an imaginary concept using real-life experiences and places.</p>