



## **Wentworth Primary School - EYFS Progression Map**

This document sets out the key skills and knowledge children develop throughout their Reception year. It follows the areas of learning within the EYFS Statutory Framework (2021) and is informed by the sequences described in Development Matters. Its purpose is to show how children's learning builds step by step across the year, ensuring that our curriculum is planned, coherent and progressive.

Each subject area is broken down into Skills (what children can do) and Knowledge (what children understand). This helps us make the curriculum clear and intentional. Skills show how children learn through active exploration, play, movement, talk and hands-on experiences. Knowledge highlights the important ideas, concepts and vocabulary that children will build over time.

Progression statements are organised by half-term so that learning is introduced in manageable steps and revisited regularly. The structure allows staff to see how learning develops from the early stages in September through to the expectations for the end of Reception. It also ensures that teaching remains ambitious, developmentally appropriate and closely matched to children's needs.

This document is not a list of lessons to be followed rigidly. Instead, it supports our practitioners in designing rich, meaningful experiences that deepen learning. It also ensures that all adults share the same understanding of what we want children to know, do and remember by the time they leave Reception.

Alongside this progression, each area of learning is enriched through purposeful play, quality interactions, stories, outdoor learning, celebrations, and wider school experiences. These help children make sense of the world, develop confidence and independence, and prepare securely for the next stage of their education.

EYFS Progression of Skills

Progression of Communication and Language

Skill	Autumn 1 Me and My Community	Autumn 2 Festivals and Holidays	Spring 1 Space	Spring 2 Fairy tales and Growing	Summer 1 Ocean and the Seaside	Summer 2 Animals around the world	Early Learning Goal
<p><b>Listening, Attention and Understanding</b></p>	<p>To understand how to carefully listen to stories.</p> <p>To understand why it is important to listen.</p> <p>To listen to short instructions and follow simple routines.</p> <p>To know that words help us share ideas with others.</p>	<p>To engage in story times, joining in with repeating phrases and actions.</p> <p>To begin to understand how and why questions.</p> <p>To respond to instructions that have more than one step.</p>	<p>To ask questions to find out more.</p> <p>To begin to understand humour.</p> <p>To understand a range of complex sentence structures.</p>	<p>To retell a story.</p> <p>To follow a story without pictures or props.</p> <p>To engage in roleplay and imaginary play scenarios.</p> <p>Taking turns and listening to their friends.</p>	<p>To understand questions such as: who, what, when, where, why and how.</p> <p>To have an understanding of prepositions.</p>	<p>To have conversations with adults and peers with back-and-forth exchanges.</p> <p>To be able to explain why it is important to pay attention by looking and listening when others are speaking.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when</p>

							engaged in back-and-forth exchanges with their teacher and peers.
<b>Speaking</b>	<p>To talk and share ideas in a small group.</p> <p>To talk to the class teacher and LSA's.</p> <p>To use speech to express basic needs.</p> <p>To learn new vocabulary from shared texts.</p> <p>To develop confidence to ask questions.</p> <p>To begin to learn some basic Makaton signs to support communication.</p>	<p>To answer questions in front of larger groups.</p> <p>To share ideas within larger groups.</p> <p>To use new vocabulary throughout the day.</p> <p>To develop confidence to predict and share story language.</p>	<p>To develop the confidence to talk to other adults that they see around school.</p> <p>To talk in sentences using conjunctions such as; and, because.</p> <p>To begin to use some basic Makaton signs to support communication.</p>	<p>To share their work to the class. Children stand in front of the class and share their pieces of work, show and tell and / or adventures with The Everywhere Bear.</p> <p>To use new vocabulary in different contexts.</p> <p>To use language to imagine and recreate roles and experiences within play.</p>	<p>To link statements and stick to a main theme.</p> <p>To use language to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To use story language during class inputs.</p> <p>To engage in non-fiction books.</p>	<p>To talk to different adults around school.</p> <p>To talk about why things happen.</p> <p>To talk in structured sentences, using a range of tenses.</p> <p>To use some basic Makaton signs to support communication.</p> <p>To link statements and stick to main themes during conversations.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p>

							Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions , with modelling and support from their teacher.
<b>Progression of Personal, Social and Emotional Development</b>							
<b>Skill</b>	<b>Autumn 1 Me and My Community</b>	<b>Autumn 2 Festivals and Holidays</b>	<b>Spring 1 Space</b>	<b>Spring 2 Fairytale</b>	<b>Summer 1 Ocean and the Seaside</b>	<b>Summer 2 Animals around the world</b>	<b>Early Learning Goal</b>

<p><b>Self-Regulation</b></p> <p><b>Managing Self</b></p> <p><b>Building Relationships</b></p>	<p>I will turn on my listening ears and listen carefully to my teacher.</p> <p>I will join in with activities and try my best to follow instructions.</p> <p>I will try to be kind with my words and my hands.</p> <p>I will identify things that I like about myself.</p> <p>I will talk about my favourite games, toys, and the things I like to do.</p> <p>I will know that I am special and be proud to be me.</p> <p>I will know what a <b>goal</b> is.</p> <p>I will know why it is good to have a <b>goal</b>.</p>	<p>I will know how to wash my hands.</p> <p>I will know when I need to wash my hands.</p> <p>I will know why I need to wash my hands.</p> <p>I will know why it is important to take care of my body.</p> <p>I will know what I need to do to get washed and dressed.</p> <p>I will try to manage my own hygiene and personal needs.</p> <p>I will know what tools I need to clean my teeth.</p> <p>I will know how often I should clean my teeth.</p> <p>I will know why I need to clean my teeth.</p> <p>I will know which foods I need to eat to stay healthy.</p>	<p>I will know how it feels when someone is kind to me.</p> <p>I will know how to use kind words when I talk to my friends.</p> <p>I will know how I can be kind to the people around me.</p> <p>I will know what I can say to make a new friend.</p> <p>I will ask questions to find out what my friends like and dislike.</p> <p>I will listen to my friends and try to be kind.</p> <p>I will ask if I want to play with a toy that someone else has.</p> <p>I will take turns when playing with my friends.</p> <p>I will know why it is important to share and take turns.</p>	<p>I will name some things I can do to take care of myself.</p> <p>I will name some things I can do to take care of others.</p> <p>I will know why it is important to take care of ourselves and others.</p> <p>I will know some of the things that are bad for the Earth.</p> <p>I will know what I can do to take better care of our planet.</p> <p>I will know why it is important to take care of our world.</p> <p>I will use everyday</p>	<p>I will be able to recognise a happy face, a sad face, and an angry face.</p> <p>I will know how it feels to be happy, sad, angry, or scared.</p> <p>I will share my ideas about how a person might be feeling and why.</p> <p>I will recognise when my body feels angry, upset, or out of control.</p> <p>I will know what to do to calm my body and my mind.</p> <p>When I cannot use my words, I will know how to ask a grown-up for help.</p> <p>I will try my best and be proud of what I achieve.</p> <p>I will try new activities and know</p>	<p>I will know what good choices are and can give examples.</p> <p>I will know what bad choices are and can give examples.</p> <p>I will know how to make good choices.</p> <p>I will know what good manners are.</p> <p>I will know how to show good manners.</p> <p>I will know when someone is rude.</p> <p>I will know the difference between right and wrong.</p> <p>I will know what being unkind is.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and</p>
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	<p>I will know how to set a simple <b>goal</b> for myself.</p> <p>I will always ask a grown-up first if I want to go online.</p> <p>I will use my heart and be kind to others on the internet.</p> <p>I will keep my information private and be careful about what I share online.</p> <p>I will know what screen time is.</p> <p>I will name some of the things that I like to do that don't involve a screen.</p> <p>I will know why I need to balance screen time with other activities.</p>	<p>I will know which foods should only be eaten sometimes.</p> <p>I will know why we need to eat healthy food.</p> <p>I will know how to give my body a workout.</p> <p>I will know what the word exercise means.</p> <p>I will know how to keep my body fit and healthy.</p> <p>I will know how to protect my eyes and skin from the sun.</p> <p>I will know how to keep my body cool and hydrated during sunny weather.</p> <p>I will know why I need to protect my body from the sun.</p>	<p>I will know how to say, "I'm sorry."</p> <p>I will know when I need to apologise.</p> <p>I will know how to be sincere when I say sorry to someone.</p> <p>I will know the difference between telling the truth and telling a lie.</p> <p>I will know why it is important to always tell the truth.</p> <p>I will know what it means to trust someone.</p> <p>I will talk about the people in my family who are important to me.</p> <p>I will talk about happy memories and special times with my family.</p> <p>I will know that all families are special and unique.</p>	<p>language to talk about money.</p> <p>I will understand that coins have different values.</p> <p>I will begin to identify the value of different coins (1p, 2p, 5p, 10p).</p> <p>I will know that we are all different and we are all amazing.</p> <p>I will know what makes me special.</p> <p>I will be proud of who I am and the things that make me, me.</p>	<p>that it takes time to learn new things.</p> <p>I will keep trying, even when I struggle or find something hard to do.</p> <p>I will know which tasks I should try to do on my own.</p> <p>I will have a go and try my best.</p> <p>When I ask an adult for help, I will watch and listen, then try again with support.</p> <p>I will recognise that people grow and change as they get older.</p> <p>I will understand that we all start our lives as babies.</p> <p>I will correctly identify some of the stages of human life.</p>	<p>I will know what bullying is.</p> <p>I will know what personal space is.</p> <p>I will know how to give personal space to others.</p> <p>I will know how to help others understand when I need personal space.</p> <p>I will know how to respect other people's personal space and their personal things.</p> <p>I will know what permission is and how to ask others if I can share their space.</p> <p>I will know how to be respectful of others.</p> <p>I will know what a secret is.</p>	<p>show an ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Manage their own basic hygiene and personal needs, including</p>
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	<p>I will remember to <b>hold a grown-up's hand</b> when I am near a busy road.</p> <p>I will know how to find a <b>safe place</b> to cross.</p> <p>I will always <b>stop, look, listen, think, and hold a grown-up's hand</b> before I try to cross.</p> <p>To separate from trusted adults with growing confidence.</p> <p>To recognise different emotions using The Colour Monster.</p> <p>To understand how people show emotions.</p> <p>To create and follow class rules with support.</p>			<p>I will know what a community is.</p> <p>I will know that I am part of different communities.</p> <p>I will know that being kind and helpful makes our community a better place.</p> <p>I will learn about community helpers and the different jobs they do.</p> <p>I will know that some community helpers wear special clothes.</p> <p>I will know that some community helpers use special tools to do their jobs.</p>	<p>I will identify parts of the human body.</p> <p>I know what role or function some of our body parts do.</p> <p>I will understand that some of our body parts are private.</p>	<p>I will know the difference between good and bad secrets.</p> <p>I will know what to do with bad secrets.</p> <p>To know the full Colour Monster vocabulary and how it links to self-reflection.</p>	<p>dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
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	<p>To develop class rules and understand why we need to have rules.</p>						
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**Progression of Physical Development**

<b>Skill</b>	<b>Autumn 1 Me and My Community</b>	<b>Autumn 2 Festivals and Holidays</b>	<b>Spring 1 Space</b>	<b>Spring 2 Fairytales</b>	<b>Summer 1 Ocean and the Seaside</b>	<b>Summer 2 Animals around the world</b>	<b>Early Learning Goal</b>
<b>Fine Motor Skills</b>	<p>To begin to mark make.</p> <p>To use play dough, to roll, squash and cut.</p> <p>To have a go at using tweezers to move small objects.</p> <p>To have a go at threading large beads.</p> <p>To use large pegs.</p> <p>To have a go at tracing their name.</p> <p>To have a go at using scissors to snip paper.</p>	<p>To use a dominant hand.</p> <p>To mark make using different shapes.</p> <p>To create and attach meaning to marks using pencils and crayons.</p> <p>To hold scissors correctly and have a go at cutting in straight lines and zig zag lines.</p> <p>To begin to use tripod grip with support, when mark making.</p> <p>To accurately draw lines, circles and shapes to draw pictures.</p> <p>To have a go at tracing letters and writing letters using the correct letter formation.</p>	<p>To begin to use a tripod grip when using mark making tools.</p> <p>To hold scissors correctly and cut a curved line.</p> <p>To thread small beads.</p> <p>To use small pegs.</p> <p>To use tweezers to move objects.</p> <p>To have a go at writing letters independently, using the correct letter formation.</p>	<p>To hold scissors correctly and cut out shapes.</p> <p>To begin to write letters independently, using the correct letter formation.</p> <p>To use peg boards and bands to create shapes.</p> <p>To begin to hold a knife correctly and use to cut food with support.</p>	<p>To use a tripod grip when mark making and writing.</p> <p>To have a go at cutting their food.</p> <p>To write recognisable letters using the correct letter formation.</p> <p>To paint using thinner brushes.</p>	<p>To write letters using the correct letter formation.</p> <p>To hold scissors correctly and cut various materials and shapes.</p> <p>To create drawings with details.</p> <p>To independently use a knife, fork and spoon to eat a range of meals.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p>

	<p>To paint using large brushes.</p> <p>To hold a fork and spoon correctly.</p> <p>To know why we practise fine motor skills to support coordination and control.</p>	<p>To handle small objects with improving control through actions such as rolling, squeezing and manipulating equipment with some accuracy and control.</p> <p>To know how to hold and handle small items with safety and purpose.</p>					
<b>Gross Motor Skills</b>	<p><u>Introduction to PE1</u></p> <p>To move safely and sensibly in a shared space.</p> <p>To stop, start and change direction with control.</p> <p>To use and carry simple PE equipment safely.</p> <p>To explore different travelling actions (walk, run, jump, hop, skip, crawl).</p> <p>To work independently and with a partner during</p>	<p><u>Fundamentals 1</u></p> <p>To balance with control both when still and when moving.</p> <p>To run and stop safely with awareness of others.</p> <p>To change direction with increasing control.</p> <p>To jump and land safely.</p> <p>To hop and travel in different ways with coordination.</p> <p>To follow instructions and work alongside a partner.</p>	<p><u>Dance 1</u></p> <p>To explore different body parts and how they move.</p> <p>To move using different directions and levels with control.</p> <p>To balance in still shapes and while travelling.</p> <p>To copy, repeat and adapt actions to create simple movement sequences.</p> <p>To link movements with coordination and flow.</p> <p>To perform in front of others and give simple feedback.</p>	<p><u>Gymnastics 1</u></p> <p>To copy and create shapes with control using different body parts.</p> <p>To balance and take weight on various parts of the body safely.</p> <p>To jump and land with control.</p> <p>To explore rocking and rolling movements.</p> <p>To link actions together to create short</p>	<p><u>Ball Skills 1</u></p> <p>To roll a ball towards a target with control.</p> <p>To stop a rolling ball safely using hands or feet.</p> <p>To throw a ball with increasing accuracy towards a target.</p> <p>To bounce and catch a ball with coordination.</p> <p>To dribble a ball with the feet with growing control.</p> <p>To kick a ball safely and with accuracy.</p>	<p><u>Games 1</u></p> <p>To run and stop safely with awareness of others.</p> <p>To throw with control and begin to keep score in simple games.</p> <p>To follow instructions and move safely when playing tagging games.</p> <p>To take turns and work co-operatively with a partner or small group.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically such as running, jumping, dancing, hopping,</p>

	<p>simple movement tasks.</p> <p>To follow, copy and lead a partner.</p> <p>To use tools and equipment with growing control (e.g., balls, beanbags, hoops).</p> <p>To know how to keep safe when moving in a shared space.</p> <p>To know what personal space is.</p> <p>To know how to use equipment safely.</p> <p>To understand basic movement terms (run, hop, jump, skip, crawl, balance).</p> <p>To know that exercise affects the body and makes the heart beat faster.</p>	<p>To know how to keep safe when balancing, running and jumping.</p> <p>To know how to stop safely and why it is important.</p> <p>To know that changing direction requires control and awareness of space.</p> <p>To understand that travelling actions can be performed in different ways.</p> <p>To know how to work safely with a partner and take turns.</p>	<p>To know the names of core body parts and understand how they move.</p> <p>To know what directions and levels mean in movement (e.g., high, low, forwards, sideways).</p> <p>To know how to stay safe while travelling and balancing.</p> <p>To know that actions can be copied, repeated and changed to create a sequence.</p> <p>To understand that performers watch, listen and respond to music or cues.</p>	<p>movement sequences.</p> <p>To use apparatus safely to create shapes and balances.</p> <p>To know how to make safe, stable shapes and balances.</p> <p>To understand how to take weight on different body parts safely.</p> <p>To know how to jump and land with bent knees to absorb impact.</p> <p>To know what rocking and rolling movements are and how to perform them safely.</p> <p>To understand that sequences</p>	<p>To know how to use hands, feet and body safely when working with balls.</p> <p>To understand how to aim and what helps improve accuracy.</p> <p>To know how to control the speed and direction of a ball.</p> <p>To know that teamwork and turn-taking help games run smoothly.</p> <p>To understand the importance of watching the ball to help control and coordination.</p>	<p>To begin to understand different roles within simple team games.</p> <p>To work with others to play and complete basic team activities.</p> <p>To handle and position game equipment with increasing accuracy.</p> <p>To know how to move safely when playing running and tagging games.</p> <p>To understand how to throw with aim and how scoring works in simple games.</p> <p>To know why rules help keep games safe and fair.</p> <p>To understand what teamwork</p>	<p>skipping and climbing.</p>
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				combine actions in a chosen order.  To know how to use apparatus safely and follow rules carefully.		means and the importance of taking on different roles.  To know that cooperation and communication help games run smoothly.	
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**Progression of Literacy**

<b>Skill</b>	<b>Autumn 1 Me and My Community</b>	<b>Autumn 2 Festivals and Holidays</b>	<b>Spring 1 Space</b>	<b>Spring 2 Fairytale</b>	<b>Summer 1 Ocean and the Seaside</b>	<b>Summer 2 Animals around the world</b>	<b>Early Learning Goal</b>
<b>Comprehension</b>	<p>Gives simple retell of familiar stories with picture support.</p> <p>To use props to retell familiar stories.</p> <p>Knows and can sequence very familiar stories (beginning, middle, end).</p>	<p>To engage during story times, joining in with repeated refrains, recalls key facts or ideas from texts.</p> <p>To begin to answer questions about the stories read to them.</p> <p>To independently look at a book, holding them the correct way.</p> <p>To enjoy a range of books, including non-</p>	<p>To act out stories.</p> <p>To begin to predict/anticipate what may happen in a story using story language.</p> <p>Knows some story structures (character/problem/solution) and story language (once upon a time...)</p> <p>To suggest how the story may end.</p>	<p>To retell a story with key events in order; uses new vocabulary from texts.</p> <p>To fill in the gaps of a story map.</p> <p>To follow a story without props.</p> <p>To talk about characters in</p>	<p>To begin to answer questions about what they have read.</p> <p>To use vocabulary that is enhanced by their experiences of books.</p> <p>Begins to link sentences verbally to recount events or explain ideas.</p>	<p>To create their own story map.</p> <p>To answer questions about what they have read.</p> <p>Discuss vocabulary and infer simple ideas from pictures/texts.</p> <p>To know that information can</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p>

	<p>Handles books carefully; knows print carries meaning and tracks left to right.</p> <p>Knows book behaviours (front cover, page-turning, left-to-right).</p> <p>To begin to ask questions about stories.</p> <p>To use pictures for clues.</p>	fiction, poems and rhymes.	To independently look at books, holding it the correct way and turning the pages.	<p>the stories read to them.</p> <p>Knows and uses story vocabulary accurately in play and talk.</p>	<p>Listens to stories and is beginning to anticipate what may happen next.</p>	be retrieved from books.	<p>Anticipate – where appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
<b>Word Reading</b>	<p>To recognise their name.</p> <p>To recognise taught phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z z z q u c h s h t h n g n k)</p> <p>(s a t p i n m d g o c k c k e u r h b f l)</p>	<p>To recognise taught phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z z z q u c h s h t h n g n k)</p> <p>words with –s /s/ added at the end (hats sits)</p>	<p>To recognise taught phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z z z q u c h s h t h n g n k)</p> <p>To recognise taught phase 3 sounds</p>	<p>To recognise taught phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z z z q u c h s h t h n g n k)</p>	<p>To recognise taught phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z z z q u c h s h t h n g n k)</p> <p>To recognise taught phase 3 sounds (a i e e i g h o a o o o o)</p>	<p>To recognise taught phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z z z q u c h s h t h n g n k)</p> <p>To recognise taught phase 3</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their</p>

	<p>To recognise taught tricky words (is, I, the)</p> <p>To begin to hear initial sounds in words.</p> <p>To begin to hear verbal blending.</p> <p>Re-enacts and reinvents stories they have heard in their play.</p>	<p>words ending –s /z/ (his) and with –s /z/ added at the end</p> <p>(bags)</p> <p>To recognise taught tricky words (is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be)</p> <p>To identify sounds in words.</p> <p>To begin to blend sounds together to read words using the taught sounds.</p> <p>To sound and blend CVC words – cat, sun, bus.</p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction.</p>	<p>(ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>Words with double letters Longer words</p> <p>To recognise taught tricky words (is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be, was you they my by all are sure pure)</p> <p>To blend sounds to read words using taught sounds.</p> <p>To read words ending in s – hats, sits.</p> <p>To begin reading captions and sentences using taught sounds.</p> <p>To read books matching their phonics ability.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading.</p>	<p>To recognise taught phase 3 sounds (ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>Longer words, including those with double letters. words with –s /z/ in the middle</p> <p>words with –es /z/ at the end words with –s /s/ and /z/ at the end</p> <p>To recognise taught tricky words (is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be, was you they my by all are sure pure)</p> <p>To read words with digraphs</p>	<p>ar or ur ow oi ear air er)</p> <p>CVCC CCVC CCVCC CCCVC CCCVCC</p> <p>longer words and compound words</p> <p>words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est</p> <p>To recognise taught tricky words (said so have like some come love do were here little says there when what one out today)</p> <p>To read longer words.</p> <p>To read longer sentences containing set 1 and 2 words and high frequency words.</p> <p>To read books matching their phonics ability.</p>	<p>sounds (ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>Phase 3 long vowel graphemes with adjacent consonants</p> <p>CVCC CCVC CCCVC CCV CCVCC</p> <p>words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</p> <p>longer words and compound words</p> <p>To recognise and know all 41 sounds taught so far.</p> <p>Short vowels with adjacent consonants</p> <p>To recognise taught tricky words (is, I, the, put, pull, full, as,</p>	<p>phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
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				<p>– double letters.</p> <p>To begin to read longer words.</p> <p>To recognise diagraphs in words and blend the sounds together.</p> <p>To read sentences containing high frequency words.</p> <p>To read books matching their phonics ability.</p> <p>Describes main story settings, events and principal characters in increasing detail.</p>	<p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves.</p>	<p>and, has, his, her, go, no, to, into, she, push, he, of, we, me, be, was you they my by all are sure pure, said so have like some come love do were here little says there when what one out today)</p> <p>To recognise taught set 1 and 2 sounds.</p> <p>To read longer words.</p> <p>To read longer sentences containing all set 1 and 2 sounds as well as high frequency words.</p> <p>To read books matching their phonics ability.</p> <p>Engages with books and other reading materials at an increasingly deeper level,</p>	
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						sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text	
<b>Writing</b>	<p>Begins mark making with meaning; talks about their marks.</p> <p>Knows some letter shapes.</p> <p>To trace their name.</p> <p>To have a go at ordering letters of their name.</p> <p>To have a go at writing their name.</p>	<p>Forms more controlled shapes and begins correct letter formation for taught letters; uses finger spaces with modelling.</p> <p>Knows that print can be written down and that letters are formed in specific ways (start points, orientation).</p> <p>To write their name.</p> <p>To write initial sounds.</p> <p>To write sounds they can hear in CVC words.</p>	<p>Forms most lower-case letters correctly for taught sets; begins capital letters.</p> <p>To write CVC words.</p> <p>To have a go at writing captions, using taught sounds.</p> <p>To begin to use finger spaces when writing.</p> <p>To write sounds they can hear in words.</p>	<p>Writes short phrases/sentences using phonics; begins to use capital letters and full stops with prompts.</p> <p>To form lower case letters correctly.</p> <p>To spell words using taught sounds.</p> <p>To begin to use their phonics to write longer words.</p>	<p>Writes short sentences that can be read by others; re-reads to check it makes sense and edits phonically plausible spellings.</p> <p>Knows that handwriting consistency (size/sit on line) helps readability.</p> <p>Knows that writers plan, say, write, re-read.</p> <p>To form lower case letters correctly.</p>	<p>Writes several linked sentences using capital letters, full stops and finger spaces independently; shows stamina for writing in play (labels, lists, messages, recounts, stories, cards).</p> <p>To form lower case and capital letters correctly.</p> <p>To spell some taught high frequency words correctly.</p>	<p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be</p>

	<p>To have a go at writing letters.</p> <p>To copy letters.</p> <p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.</p>	<p>To write recognisable letters.</p> <p>To use a sound mat to support their writing.</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p>		<p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name.</p>	<p>To begin to form most capital letters correctly.</p> <p>To write sentences using capital letters, finger spaces and full stops.</p> <p>To spell words using taught sounds.</p> <p>To spell some high frequency words correctly.</p> <p>To use their phonics to write longer words.</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.</p>	<p>To write longer words using their phonics.</p> <p>To begin to read their work back.</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.</p>	<p>read by others.</p>
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Skill	Autumn 1 Me and My Community	Autumn 2 Festivals and Holidays	Spring 1 Space	Spring 2 Fairytales	Summer 1 Ocean and the Seaside	Summer 2 Animals around the world	Early Learning Goal
<p><b>Number, Numerical Patterns and Shape, Space, Measure</b></p>	<p><u>Getting to know you</u> <u>Match Sort &amp; Compare</u> <u>Measures &amp; Patterns</u> Sorts objects by shape, size, colour, type; explains rules.</p> <p>Makes and continues simple patterns.</p> <p>Uses everyday language: big/small, tall/short, full/empty.</p> <p>Begins to subitise up to 3.</p> <p>Matches objects to create pairs and sets.</p> <p>Explores positional language through play.</p>	<p><u>1 2 3 4 5</u> <u>Shapes with 4 sides</u> <u>Light &amp; Dark</u> Represents 1–5 using fingers, marks, objects, and links numerals to sets. Subitises to 3 confidently; begins to subitise 4 and 5 in structured images.</p> <p>Compares more/fewer/same; matches set to set (one-to-one).</p> <p>Explores composition within 5 (e.g., 4 is 3 and 1; 5 is 2 and 3).</p> <p>Identifies and talks about circles and triangles in environment; describes features (curved/straight sides, points).</p> <p>Identifies and talks about shapes with 4 sides (squares/rectangles/oblongs); compares similarities/differences.</p>	<p><u>Alive in 5</u> <u>Mass &amp; capacity</u> Subitises to 5 in varied arrangements; says “how many without counting”. Represents 0–5, including correct use of zero (“none/empty”).</p> <p>Combines two groups in play and explains what happened; uses first–then–now language orally.</p> <p>Begins taking away in real contexts (give some away; eat some; lose some).</p> <p>Compares mass (heavier/lighter) and capacity (full/empty/nearly full/half full).</p> <p>Reads tens frames and uses them to show parts within 5.</p>	<p><u>Length, height &amp; time</u> <u>Building 9 &amp; 10</u> <u>Explore 3d shapes</u> Counts, subitises and represents 6–10 (dice, double tens frames, bead strings).</p> <p>Explores composition (e.g., 7 is 5 and 2; 9 is 5 and 4; 10 is 5 and 5).</p> <p>Compares numbers to 10; uses language more than/less than/equal to; orders numbers on tracks.</p> <p>Tells number stories (First–Then–Now) and solves with concrete/visuals (tens frames,</p>	<p><u>To 20 &amp; beyond</u> <u>How Many Now?</u> <u>Manipulate, compose &amp; decompose</u> Counts to 20 and back; counts from different starting points; counts objects reliably up to 20 with 1:1 correspondence.</p> <p>Recognises and orders numerals to 20; uses number tracks and games. - Uses double tens frames and bead strings to compare and combine quantities.</p> <p>Composes/decomposes 2D and 3D shapes to make new shapes/models; identifies shapes within shapes.</p> <p>Uses length/height comparison with</p>	<p><u>Sharing &amp; Grouping</u> <u>Visualise, build &amp; map</u> <u>Consolidation</u> Uses First–Then–Now stories to solve addition and subtraction problems; chooses a representation (drawings, tens frames, cubes).</p> <p>Recalls bonds within 5 and uses some known facts within 10 to work efficiently.</p> <p>Explores doubling and halving in play (spots, dominoes, butterflies, sharing snacks).</p> <p>Shares and groups fairly; explains equal groups.</p>	<p><b>Number</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>

	<p>Knows that objects can be sorted in different ways.</p> <p>Knows early pattern language (repeat, same, different).</p> <p>Knows that numbers represent quantity even when arranged differently.</p> <p>Knows vocabulary: long/short, empty/full, in/on/under/behind.</p>	<p>Uses positional language in shape play (on top of, between, around).</p> <p>Uses time language linked to “Light &amp; Dark” (day/night, morning/evening; daily routines).</p> <p>Knows stable order for numbers to 5 and begins to link numeral–quantity reliably.</p> <p>Knows part–whole language (made of, split into) for numbers within 5.</p> <p>Knows properties of basic 2D shapes: sides (straight/curved), corners/points.</p> <p>Knows that “shapes with 4 sides” can look different (orientation doesn’t change the shape).</p> <p>Knows time vocabulary: day/night, morning/afternoon/evening, today/tomorrow.</p>	<p>Knows bonds within 5 (e.g., 3+2, 4+1) in practical contexts.</p> <p>Knows zero represents no objects.</p> <p>Knows measure vocabulary: heavier/lighter, holds more/holds less, full/empty/half full.</p> <p>Knows tens frame patterns help to see quantity without counting.</p>	<p>counters, drawings).</p> <p>Extends patterns to AAB, ABB, ABC; corrects errors.</p> <p>Identifies and describes pentagons, hexagons, octagons; sorts by properties; constructs with shapes.</p> <p>Spatial reasoning: rotate/flip shapes to fit; predict which shapes will tessellate.</p>	<p>non-standard units (e.g., cubes, paper strips); records comparisons informally.</p> <p>Spatial reasoning: builds models from plans; rotates/orients pieces deliberately.</p> <p>Knows teen numbers as 10 + some more (e.g., 14 = 10 + 4).</p> <p>Knows how tens frame and bead string structure shows ten and ones.</p> <p>Knows vocabulary: longer/shorter, taller/shorter, nearer/farther, before/after/between, left/right (emerging).</p> <p>Knows that shapes can be joined/split to make new configurations.</p>	<p>Measures and compares capacity/length/mass in purposeful contexts; selects sensible tools/units.</p> <p>Combines shapes to make new shapes; reasons about which shapes will/won’t fit or tessellate; explains choices.</p> <p>Knows early double facts (double 1–5) and the inverse relationship (if 3+2=5, then 5–2=3).</p> <p>Knows subtraction can mean take away or find the difference.</p> <p>Knows sharing/grouping language: equal, groups of, share between, each.</p>	<p><b><u>Numerical Patterns.</u></b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how</p>
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						Knows to check by recounting, using a different model, or reversing the story.	quantities can be distributed equally.
<b>Progression of Understanding of the World</b>							
<b>Skill</b>	<b>Autumn 1 Me and My Community</b>	<b>Autumn 2 Festivals and Holidays</b>	<b>Spring 1 Space</b>	<b>Spring 2 Fairytale</b>	<b>Summer 1 Ocean and the Seaside</b>	<b>Summer 2 Animals around the world</b>	<b>Early Learning Goal</b>
<b>Past and Present</b>	<p>To know about my own life story.</p> <p>To know how I have changed.</p> <p>To know that emergency services exist and what they do.</p> <p>To know about figures from the past.</p> <p>Talks about past and present events in their own life and in</p>	<p>To talk about the lives of the people around us.</p> <p>To know about events in the past (Remembrance day)</p> <p>To know some similarities and differences between things in the past and now. Drawing on experiences and what has been read in class. (Christmas, Diwali, Halloween, etc.)</p>	<p>To know about figures from the past. (Neil Armstrong and Mae C. Jemison)</p> <p>To know about my own life story.</p> <p>To know how I have changed.</p>	<p>To talk about the lives of the people around us.</p> <p>To know that emergency services exist and what they do.</p> <p>To know some similarities and differences between things in the past and now. Drawing on experiences and what has been read in</p>	<p>To know some similarities and differences between things in the past and now. Drawing on experiences and what has been read in class. (Fishing and boats)</p>	<p>To know some similarities and differences between things in the past and now. Drawing on experiences and what has been read in class. (Zoo's)</p>	<p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what</p>

	the lives of family members.			class. (Dying materials)			has been read in class;  Understand the past through settings, characters and events encountered in books read in class and storytelling.  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;  Know some similarities and differences between different religious and cultural
<b>People, Culture and Communities</b>	<p>To know about family structures and talk about who is part of their family.</p> <p>To talk about themselves, their families and what makes them unique.</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know the name of the town the school is in.</p> <p>To know features of the immediate environment.</p>	<p>To talk about how Hindus celebrate Diwali.</p> <p>To create their own Diva lamp and mehndi pattern.</p> <p>To talk about the Nativity story and how it is celebrated.</p> <p>To know that people around the world have different religions.</p> <p>To know that in other countries people speak different languages – explore different ways to say hello.</p> <p>Knows about similarities and differences between themselves and others, and among families,</p>	<p>To talk about Chinese new year.</p> <p>To have a go at writing Chinese numbers.</p> <p>To try some noodles, rice and fortune cookie.</p> <p>To take part in the visit to Maldon Library and talk about the role of libraries.</p> <p>To know about people who help us within the local community.</p> <p>To talk about the different occupations and the roles adults have in the community.</p> <p>To ask questions during the visit from local police officer.</p>	<p>To know that Christians celebrate Easter.</p> <p>To talk about the celebration of Easter and how people mark it.</p> <p>To recognise new signs of life – Spring.</p> <p>To know that in other countries people speak different languages – explore different ways to say hello.</p>	<p>To talk about how Muslims celebrate Ramadan and Eid.</p> <p>To make a moon and star decoration for Eid.</p> <p>To learn about different foods Muslims eat to celebrate Eid.</p> <p>To know that in other countries people speak different languages – explore different ways to say hello.</p> <p>To know there are many countries around the world.</p>	<p>To know there are many countries around the world.</p> <p>To know that other countries look different to England.</p> <p>To know that in other countries people speak different languages – explore different ways to say hello.</p> <p>To learn about special clothes that people from different religions may wear.</p> <p>To know that simple symbols are used to identify features</p>	

	<p>To know the name of the town the school is in.</p> <p>To create a class map of the local area.</p> <p>To know that in other countries people speak different languages – explore different ways to say hello.</p> <p>Enjoys joining in with family customs and routines.</p>	<p>communities, cultures and traditions.</p> <p>To take part in the walk to the local Maldon post box and talk about what they see.</p>	<p>To know that in other countries people speak different languages – explore different ways to say hello.</p>			<p>on a map – Zoo map.</p>	<p>communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Explore the natural world around them, making</p>
<b>The Natural World</b>	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environment.</p>	<p>To know about and recognise the signs of Autumn.</p> <p>To know about features of the world and Earth.</p> <p>Looks closely at similarities, differences,</p>	<p>To know and recognise the signs of Winter.</p> <p>To know some important processes and changes in the natural world, including states of matter.</p> <p>(Freezing)</p>	<p>To know and recognise the signs of Spring.</p> <p>To plant wild flower seeds.</p> <p>To plant beans.</p> <p>To observe the growth of</p>	<p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To know that some things in the world are man-made and</p>	<p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To know about different habitats.</p>	<p>when appropriate – maps.</p>

	<p>To explore the outdoor area in forest school.</p> <p>To know and understand the forest school rules.</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another.</p>	<p>patterns and change in nature.</p>	<p>To know some important processes and changes in the natural world including states of matter. (Melting, sinking and floating).</p>	<p>seeds and talk about the changes.</p> <p>To know how to care for growing plants.</p> <p>To learn the life cycles of plants.</p> <p>To learn the life cycle of a Frog.</p> <p>To know that living things need care.</p> <p>To know that plants and animals change and grow.</p>	<p>some things are natural.</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes.</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things.</p>	<p>To know that some animals are nocturnal.</p> <p>To know and recognise the signs of Summer.</p> <p>To talk confidently about the changes across the seasons.</p> <p>To know the four seasons and their key features.</p> <p>To know that environments vary around the world.</p> <p>To know that places can be similar or different.</p>	<p>observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons</p>
<b>Technology</b>	<p>To show an interest in technological toys such as the interactive whiteboard, iPads, toys with</p>	<p>To know how to operate simple equipment – Interactive whiteboard.</p> <p>To draw pictures on the interactive whiteboard and change colours.</p>	<p>To access and understand how to use a range of technology within the unit e.g interactive whiteboard, headphones, keyboards, iPads.</p>	<p>To use the interactive whiteboard to change games and videos.</p> <p>To learn about e-safety using</p>	<p>To explore how to use a beebot.</p> <p>To learn about e-safety using Smartie the Penguin.</p>	<p>To give reasons to why we need to stay safe online and how we can stay safe.</p> <p>To learn about e-safety using</p>	

	<p>pulleys and buttons.</p> <p>To learn about e-safety.</p> <p>To learn and know what is a sensible amount of screen time.</p> <p>To take photos on an iPad.</p>	<p>To take photos and upload their learning onto their seesaw journal.</p> <p>To learn about e-safety using Smartie the Penguin.</p> <p>Can create content such as a video recording, stories, and/or draw a picture on screen.</p>	<p>To learn about e-safety using Smartie the Penguin.</p>	<p>Smartie the Penguin.</p>	<p>Develops digital literacy skills by being able to access, understand and interact with a range of technologies</p> <p>Completes a simple program on electronic devices.</p>	<p>Smartie the Penguin.</p> <p>To have a go at programming the beebots to follow a path.</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them.</p>	<p>and changing states of matter.</p>
<b>Progression of Understanding of Expressive Arts and Design</b>							
<b>Skill</b>	<b>Autumn 1 Me and My Community</b>	<b>Autumn 2 Festivals and Holidays</b>	<b>Spring 1 Space</b>	<b>Spring 2 Fairytale</b>	<b>Summer 1 Ocean and the Seaside</b>	<b>Summer 2 Animals around the world</b>	<b>Early Learning Goal</b>

<b>Creating with Materials</b>	To name colours.	To create art linked to familiar celebrations (e.g, Diwali, Christmas).	To experiment with different mark making tools such as art pencils, pastels and chalks.	To share creations and talk about the process.	To draw more detailed pictures of people and objects.	To know some similarities and differences between materials.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;  Share their creations, explaining the process they have used;  Make use of props and materials when role playing characters in narratives and stories.  Invent, adapt and recount narratives and stories with peers
	To experiment with mixing colours.	To create a Christmas card, placemat and gift.	To represent ideas from stories through drawing, painting or making.	To create observational drawings.	To manipulate materials.	To learn and compare different materials and their outcome.	
	To create simple representations of people and objects.	To use colours for a particular purpose.	To create artwork inspired by seasonal or cultural themes.	To understand what observational drawing means.	To explore different techniques for joining materials. (Glue stick, PVA, masking tape, tape, split pins)	To explore, use and refine a variety of artistic effects to express their ideas and feelings.	
	To draw and colour with pencils and crayons.	To explore different techniques for joining materials. (Glue stick, PVA)	To explore different techniques for joining materials. (Glue stick, PVA, masking tape, tape)	To create a Mother's Day card.	To know how to work safely and hygienically.	To explore different techniques for joining materials. (Glue stick, PVA, masking tape, tape, split pins)	
	To role-play using given props and costumes.	To know how to work safely and hygienically.	To know how to use tools with increasing control.	To explore different techniques for joining materials. (Glue stick, PVA, masking tape, tape, split pins)	To use non-statutory measures. (Spoons, cups)	To explore different techniques for joining materials. (Glue stick, PVA, masking tape, tape, split pins)	
	To explore different techniques for joining materials. (Glue stick)	To use non-statutory measures. (Spoons, cups)	To know that art can tell a story or show an idea.	To know that models can be strengthened, adapted or improved.	To use some cooking techniques.	To know how to work safely and hygienically.	
	To know how to use tools safely (scissors, glue sticks, brushes).	Children to help make gingerbread and cupcakes to decorate.	To know how to work safely and hygienically.	To use non-statutory measures. (Spoons, cups)	To create Easter nests using chocolate.	To know how to work safely and hygienically.	
	To know how to work safely and hygienically.	To use paint to create wrapping paper to wrap up boxes for the Christmas role-play.	To use some cooking techniques.	To know that patterns and shapes appear	To begin to plan what they are going to make.	To use non-statutory measures. (Spoons, cups)	
					Develops their own ideas through		

	<p>To use non-statutory measures. (Spoons, cups)</p> <p>To use some cooking techniques.</p> <p>Spreading icing on a cookie and decorating it.</p> <p>To use different construction materials.</p> <p>To use paint to create a self-portrait.</p>	<p>Begins to build a collection of songs and dances.</p>	<p>Children to make valentines biscuits.</p> <p>To use junking modelling to create an alien and rocket.</p> <p>To different materials and resources to create a planet.</p> <p>To create star backgrounds using prints.</p>	<p>in nature and art.</p> <p>To know simple symbolism linked to Springtime.</p> <p>To know how to work safely and hygienically.</p> <p>To use non-statutory measures. (Spoons, cups)</p> <p>To use some cooking techniques.</p> <p>Children to make and try pancakes.</p> <p>To begin to make props and costumes for the role play area.</p> <p>Makes music in a range of ways, e.g. plays</p>	<p>experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>To create under the sea watercolour collages.</p> <p>To create a collage rainbow fish using a range of different materials.</p> <p>To create a fish using bubble wrap printing.</p>	<p>To use some cooking techniques.</p> <p>To create animal masks.</p> <p>To continue an animal print.</p> <p>To create sunset watercolour paintings.</p>	<p>and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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				with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.			
<b>Being Imaginative and Expressive</b>	<p>To sing and perform nursery rhymes.</p> <p>To experiment with different instruments and their sounds.</p> <p>To talk about whether they like or dislike a piece of music.</p> <p>To create musical patterns using body percussion.</p> <p>To use costumes and resources to act out narratives.</p>	<p>To join in with whole school singing assemblies.</p> <p>To perform songs with actions.</p> <p>To know that celebrations often include art, music and special traditions.</p> <p>To pitch match.</p> <p>To sign entire songs.</p> <p>To move in time to music and follow dance patterns.</p>	<p>To join in with whole school singing assemblies.</p> <p>To create musical patterns using a range of instruments.</p> <p>To begin to create costumes and resources for role play.</p> <p>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes.</p> <p>To know that music has a steady beat and different sounds.</p>	<p>To join in with whole school singing assemblies.</p> <p>To listen to and associate genres of music with characters and stories.</p> <p>To create costumes and resources for role-play.</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking,</p>	<p>To learn dance routines.</p> <p>To follow dances.</p> <p>To join in with whole school singing assemblies.</p> <p>To act out well known stories.</p> <p>To create narratives based around stories.</p>	<p>To join in with whole school signing assemblies.</p> <p>To create their own music pieces using instruments.</p> <p>To invent their own narratives and making costumes and resources for role play.</p> <p>Plays cooperatively as part of a group to create, develop and act out an</p>	

	<p>To engage in imaginative role-play based on familiar experiences.</p>	<p>To understand what a performance is and how to take part.</p> <p>To use costumes and resources to act out narratives.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects.</p>	<p>To know that movements can match the mood of music.</p>	<p>constructing and mapping.</p>		<p>imaginary idea or narrative.</p>	
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