



Early Years Foundation Stage

Progression of Skills and Knowledge Curriculum

This document aims to make clear the expectations we have for our children within the Early Years Foundation Stage. It documents the progression from Nursery to Reception in regards to the Characteristics of Effective Learning and the seven areas of learning within the EYFS (2020) framework. The areas of learning and development are interconnected and shape our curriculum. At St Anne's, we ensure that every learning style is catered for. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and reflect these in their practice. Three areas are important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

Three characteristics of effective teaching and learning are:

Playing and exploring - children investigate and experience things, and 'have a go'

Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We also support children in four specific areas, through which the three prime areas are strengthened and applied.

These are the prime areas: • communication and language • physical development • personal, social and emotional development

The specific areas are: • literacy • mathematics • understanding the world • expressive arts and design.

Intent

Our intent is built on the passion for the wonder and magic of early childhood. We believe in a culture of building a curriculum around a child, listening and interacting so we know children well and can confidently articulate stages of development and next steps in learning. Our Early Years Intent is influenced by research, recognising how every child is unique and brings with them a deep innate curiosity. Our broad balanced curriculum is underpinned by knowing how children learn best, building on their foundational knowledge within the Early Years. Our overall aim is for staff to build on children's curiosity, and prior learning, then use this to create further learning opportunities, where children learn more and remember more. Our curriculum is designed to create memorable moments, hooks and experiences which will stick in pupils' memories. This may be through text-based planning, big questions, and outdoor learning experiences to ignite children's imagination. The characteristics of effective learning underpin all teaching and learning in the EYFS.

Personal Social and Emotional Development

Self-regulation, Managing Self and Building Relationships

Implementation - We model behavioural expectations from when children enter the EYFS, developing friendly relationships with adults and peers. Practitioners understand that attachments help shape children's social world. As a school we follow the Three R's (being respectful, responsible, and ready to learn). Adults value children's interests, their child voice and develop a sense of self in their home life, community and within the school culture. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Nursery Autumn Term	Reception Autumn Term
I can separate from main carer and learn to adapt to the Nursery environment. I come into school happy and feel safe and secure. I understand the daily routine. I can take turns in play. I can hang my coat up. I can select and use activities and resources, with some support if needed. I can wash hands after using the toilet. I can learn about daily routines and classroom rules. I am aware of behavioural expectations in the Nursery. I can select and use activities and resources, with some support if needed. I can show an awareness of the importance of oral health. I can approach adults in Nursery when needed. I know how to adapt behaviour to suit classroom routines. I can ask an adult for help. I can show an awareness of healthy foods such as snack we share in school. I can talk about some members of my family.	I can describe a friend. I can demonstrate friendly behaviour. I can understand how to be a good friend. I can learn to join in with whole group activities. I can choose an activity independently. I can describe and show friendly behaviour. I can begin talk about different festivals. I understand why different people celebrate different things. I learn independently. I can talk about my family and friends. I will tidy away items safely. I will offer to help others. I say please and thank you and respond to others in conversations. I ask to go to the toilet when needed but is able to identify times to use the toilet during the day. I will wait my turn and put hands up to talk. I will walk around schools in single file lines so that we are safe. I play co-operatively and look after toys I will express my likes and dislikes.
Nursery Spring Term	Reception Spring Term
I can learn how to share resources and play in a group. I can learn to look after resources within the class.	I can learn right from wrong.

<p>I can listen to, and follow rules set.</p> <p>I can learn to take turns whilst playing and waiting patiently to have a go.</p> <p>I can show independence in accessing and exploring the environment.</p> <p>I can independently put my coat on and use the toilet.</p> <p>I can be aware of the different areas in the Nursery and how to explore them safely.</p> <p>I can approach an adult if they need support.</p> <p>I can manage emotions in different situations.</p> <p>I can talk about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'</p> <p>I can respect our resources and tidy up when finished with them.</p> <p>I can say please and thank.</p> <p>I can talk about what I like doing.</p>	<p>I can understand how to make the right choices and the consequences of not making the right ones.</p> <p>I can understand that people need help.</p> <p>I can identify ways of being helpful to others and how this will make them feel.</p> <p>I can talk about why someone has made a poor choice and what the consequences are.</p> <p>I can talk about the effect my behaviour has on others.</p> <p>I can show respect for my classroom resources and understand why this is important.</p> <p>I can talk about what is special to me.</p>
<p>Nursery Summer Term</p>	<p>Reception Summer Term</p>
<p>I can initiate play with peers and keep play going by giving ideas.</p> <p>I can more outgoing with unfamiliar people.</p> <p>I can show more confidence in new social situations.</p> <p>I can show an awareness of how others may be feeling.</p> <p>I can gain enough confidence to talk to adults and peers.</p>	<p>I can learn about the different family structures.</p> <p>I can talk about the world that we live in and how there are similarities and differences when looking at different aspects.</p> <p>I can talk about the relationships they have at home with their family and friends.</p>

Personal Social and Emotional Early Learning Goals

Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas.

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. *Explain the reasons for rules, know right from wrong and try to behave accordingly. *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships Work and play cooperatively and take turns with others * Form positive attachments to adults and friendships with peers * Show sensitivity to their own and to others' needs.

Communication and Language

Listening, Understanding and Speaking

Implementation - Staff model language expectations throughout the school day and language is broadened by daily stories, singing, role play, oral rehearsal of talk for writing. Children have back-and-forth interactions from Nursery to form the good foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial for the development of children's spoken language, this underpins all seven areas of learning and development. English as Additional Language are identified during transitions, practitioners find out what children know in their home language and how we can enhance this within the school environment. Children are screened using the WELLCOMM communication and language toolkit on entry to our Nursery and Reception classes.

Nursery Autumn Term	Reception Autumn Term
<ul style="list-style-type: none"> I am beginning to sing rhymes and look at picture books. I can talk about the different characters and what they are doing. I can talk about myself and my family. I can talk about celebrations at home such as my birthday. I can listen to stories on celebrations such as birthdays, Eid, Diwali, Christmas etc I can listen to, and follow simple instructions. I can talk about when I was a baby. I know that stories have a beginning, middle and an end. I can talk about by wants and needs. I can communicate and be understood by others. 	<ul style="list-style-type: none"> I can talk about myself, my interests and others. I can sing songs. I can speak about a range of texts. I can compare different festivals. I can make comments about my observations. I know about different festivals. I can talk about how different people help us. I can talk about why things happen using new vocabulary learnt.
Nursery Spring Term	Reception Spring Term
<ul style="list-style-type: none"> I can sing a variety of nursery rhymes. I remember new words I am learning when talking to others. I can understand simple instructions. 	<ul style="list-style-type: none"> I can describe features of traditional stories. I can talk about the role of healthy food and exercise in staying healthy. I can describe familiar texts with detail and using full sentences.

<p>I can differentiate and categorise objects based on their properties. I remember new words I am learning when talking to others. I can remember and say some of my friend's names.</p>	<p>I can ask questions about familiar aspects of their environment and their learning. I know different traditional stories. I know a range of healthy food and exercise. I can express ideas and feelings about their experiences. I know different features of texts. I can talk confidently about why things happen using new vocabulary learnt. I can engage in meaningful conversations with others.</p>
<p>Nursery Summer Term</p>	<p>Reception Summer Term</p>
<p>I know that stories have a beginning, middle and an end. I can answer questions related to the story. I can use vocabulary learnt to have a conversation with others. I can independently sequence familiar rhymes and to be able to say what happens next in a story. I can use the words I know appropriately to organise themselves or their play.</p>	<p>I can label and sort living things. I can describe animals and life cycles. I am able to give facts about a specified subject. I can name and sort a range of living things. I can talk about my interests in details. I can talk about my family members and describe my family and events.</p>

Communication and Language Early Learning Goals

Listening and Understanding. *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 interaction. *Make comments about what they have heard and ask questions to clarify their understanding. *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking. *Participate in small group, class and one to-one discussions, offering their own ideas, using recently introduced vocabulary. *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. *Express their

ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

Gross Motor and Fine Motor

Implementation - Physical development consists of 3 aspects: Moving and Handling, Gross Motor and Fine Motor. Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Each week, the children in the Early Years take part in PE lessons with a specialised sports coach, children are encouraged to apply their PE skills in the outdoor area through active learning and team games. Children have the opportunity to use climbing and balancing equipment in the outdoor classroom and they have access to risky play. Our Nursery children engage in write dance movements and dough disco to develop their motor skills. Reception children have handwriting sessions to support their formation of letters.

Nursery Autumn Term	Reception Autumn Term
<p>I can talk about personal hygiene and the importance of being clean and tidy. I can talk about washing hands is important after using the toilet and before we eat. I can alternate feet when climbing apparatus I can show independence with eating and drinking, e.g. being able to feed self and ask for help I can show confidence in dressing up and self-care activities I know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats I know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush</p>	<p>I can use a dominant hand. I can begin to form recognisable letters which are formed mostly correctly. I can use climbing equipment safely and competently. I can begin to negotiate space effectively. I begin to use anticlockwise movement and retrace vertical lines. I know which hand to write with. I can use the outdoor classroom safely. I can how to use scissors effectively.</p>
Nursery Spring Term	Reception Spring Term
<p>I know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils. I know that I need to use tools with a dominant hand.</p>	<p>I can show good practice with regard to exercise, eating, sleeping and hygiene. I can balance and coordinate safely.</p>

<p>I can fill containers with different materials, e.g. sand, water etc. and to show confidence in carrying them from one point to another without dropping.</p> <p>I know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely.</p> <p>I can make the right food choices</p> <p>I can show independence in self-help skills such as toileting and dressing up.</p> <p>I know that a pencil needs to be held comfortably and with one hand to form letters and numbers.</p> <p>I know how to use one handed tools effectively.</p> <p>I can follow a simple sequence of movements to music and rhythm such as write dance or dough disco</p>	<p>I can negotiate space effectively.</p> <p>I can handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>I can negotiate space effectively.</p>
<p>Nursery Summer Term</p>	<p>Reception Summer Term</p>
<p>I can start to show the correct ways of forming letters.</p> <p>I know that snips should be made on the line and the pattern should be followed.</p> <p>I know how to know how to feed paper/materials through hand when cutting around objects.</p> <p>I am aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.</p> <p>I can hold the pencil correctly.</p> <p>I can successfully take part in group games with support from an adult.</p> <p>I move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.</p> <p>I can stop and start using my body</p>	<p>I can use a pencil effectively to form recognisable letters, most of which are formed correctly.</p> <p>I can show good control and coordination in large and small movements.</p> <p>I can self-correct letters when they are formed incorrectly</p> <p>I can use tools with good control such as chopping and peeling.</p> <p>I can combine a range of movements that I have learnt in PE</p>

Physical Early Learning Goals

Gross Motor Skills. *Negotiate space and obstacles safely, with consideration for themselves and others. *Demonstrate strength, balance and coordination when playing. *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills. *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. *Use a range of small tools, including scissors, paint brushes and cutlery. *Begin to show accuracy and care when drawing.

Literacy

Reading comprehension, word reading and writing

Implementation - Literacy in the EYFS is composed of Reading and Writing. Reading comprehension and word reading consists of two dimensions: language comprehension and word reading. Language comprehension is at the heart of our reading culture through planning quality rich texts, adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading is taught in Reception and involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. We teach reading and writing through shared guided writing so that children feel confident to apply these skills independently.

Writing is taught through early mark making and then transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) The Little Wandle formation phrases support the development of handwriting in Reception so that letters are formed correctly.

Nursery Autumn Term	Reception Autumn Term
<p>I can join in some songs and stories. I can talk about my favourite story or rhyme. I can listen attentively to stories. I can hold books the correct way up. I will begin to make marks in different ways. I use actions to retell a story.</p>	<p>I will begin to recognise patterns and similarities within the texts I have read I will be able to use my phonic knowledge alongside segmenting and blending skills in order to read new words. I will use actions to retell a story with a beginning, middle and an end I can use my phonic knowledge to spell and write cvc words and tricky words I can read some rhyming words. I can hold a pencil in a tripod grip I can form recognisable letters I can start to write initial sounds in words, cvc words and tricky words in phase 2. I can write my name independently I can colour in lines to control my marks on paper</p>

Nursery Spring Term	Reception Spring Term
<p>I can join in with repeated stories.</p> <p>I can talk about the characters and events in books.</p> <p>I can understand the sequence of a story, beginning, middle and end.</p> <p>I will begin to ascribe meanings to marks I make.</p> <p>I can draw a face and represent this with marks</p> <p>I am starting to recognise my own name</p> <p>I can look at books independently</p> <p>I can talk about my favourite story and talk about it</p> <p>I hold a book the correct way up</p>	<p>I can recognise all single letter sounds as well as the Phase 3 digraphs and trigraphs.</p> <p>I will have a growing knowledge of high frequency words, including tricky words.</p> <p>I will begin to use a range of strategies to read unfamiliar words such as using pictorial, grammatical and contextual cues.</p> <p>I can read back my writing back.</p> <p>I can write lists and simple captions.</p> <p>I can write recognisable letters and correct some of my letters.</p>
Nursery Summer Term	Reception Summer Term
<p>I can join in rhyming stories and phrases</p> <p>I can recognise my own name and my initial sound.</p> <p>I can blend and segment common CVC words for example, c-a-t</p> <p>I will begin to recognise some of the sounds that letters represent.</p> <p>I can ascribe meanings to my marks and some letter shapes.</p> <p>I can write some letters of personal significance, e.g. m for mummy, initial sounds in names</p> <p>I can write my own name using correct letter formation</p> <p>I can hold a pencil using a tripod grip</p> <p>I can copy and write my name</p> <p>I can colour in carefully</p> <p>I make marks such as crosses and lines</p>	<p>I will be able to form letters correctly and sit them on a line</p> <p>I can write a sentence using finger spaces, capital letters and full stops</p> <p>I know some basic features of different writing genres including story writing, letter writing and instructions</p> <p>I can say a sound for each letter and the name of each letter</p> <p>I can read aloud sentences</p> <p>I am able to blend and segment all sounds in Phase 2 and 3</p> <p>I can read a school reading book</p> <p>I can read all tricky and decodable words in Phase 2 and Phase 3</p> <p>I understand what has been read by predicting and answering questions about a text</p>

Literacy Early Learning Goal

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary *
 Anticipate – where appropriate – key events in stories *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs * Read words consistent with their phonic knowledge by sound-blending *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Write recognisable letters, most of which are correctly formed * Spell words by identifying sounds in them and representing the sounds with a letter or letters * Write simple phrases and sentences that can be read by others

Maths

Number and Numerical Patterns

Implementation - We teach that number is essential so that all children develop the necessary building blocks to excel mathematically. Children are taught to be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. We provide frequent and varied opportunities to build and apply this understanding using manipulatives indoor and big maths outdoors. We teach children through the white Rose maths scheme and adapt lessons so they are creative. Children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built on. We offer rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Maths vocabulary is a key focus within the outdoor provision, adults facilitate and extend learning through critical thinking activities and challenges.

Nursery Autumn Term

I can compare two groups of objects and identify which group has more and which group has fewer objects
I can sing number songs to 5
I can represent numbers in different ways for example, using toys, mark making and clapping
I can talk about shapes in the environment

Reception Autumn Term

I can recite, recognise, order and compare numbers to twenty
I can extend and create their own repeating patterns
I can compare three or more objects by their length, height, weight and capacity, using comparative language e.g. shorter, taller, wider, narrower, heavier, lighter, etc.
I can explore numbers to 5 and recognise numbers to 10
I can subitise numbers to 5

Nursery Spring Term	Reception Spring Term
<p>I can recite numbers in order to ten</p> <p>I can recognise the four basic shapes (circle, triangle, rectangle, square)</p> <p>I can use the language of measure within their play for example, large, small, tall, short, heavy, light, full empty</p> <p>I can match some numerals and quantities correctly 1-5</p>	<p>I can form numbers 1-10 correctly when writing</p> <p>I can estimate how many objects are in a group</p> <p>I can say the number that is one more than or one less than a number</p> <p>I can name and describe 2D and 3D shapes</p> <p>I can describe and follow instructions involving position and direction</p>
Nursery Summer Term	Reception Summer Term
<p>I can recognise that there are up to four objects by sight (subitise)</p> <p>I can compare two objects by length, height, weight and capacity</p> <p>I can recreate a repeating pattern</p> <p>I can talk about positional language</p> <p>I can count ten objects using one to one correspondence</p> <p>I can count out up to six objects from a larger group</p> <p>I can match some numerals and quantities correctly</p>	<p>I can say some number bonds to 10</p> <p>I will begin to count in groups of twos, fives and tens</p> <p>I can use objects to solve doubling, halving and sharing problems</p> <p>I will be able to find the total number of objects in a group and will be able to count on to solve addition problems</p>

Maths Early Learning Goal

Number

Have a deep understanding of number to 10, including the composition of each number; 14 - 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.

Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system *Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity * Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding of the World

Past and Present, People Culture and Communities and the Natural World

Implementation - Understanding the World consists of the areas: Past and Present, People and Communities and the Natural World. In the EYFS we use a cross-curricular approach so that links will be made between texts that children will be studying in literacy and their knowledge of the world around them, their local area and their community. Understanding the world involves guiding children to make sense of their physical world, their community and their own family. We value what experiences children start school with so we are building on what they already know, making links to past and present. Children take part in a range of experiences in Religious Education following the Come and See programme. Children have frequent opportunities to explore and engage scientifically in their natural world in the outdoor classroom, children will explore, problem solve, observe, predict, think, make decisions and talk about the world around them.

Nursery Autumn Term	Reception Autumn Term
I can talk about their families and friends I can talk about who lives in my house I can talk about own past experiences such as celebrating birthdays or going on holiday I can talk about my school and my home I can talk about my interests	I can talk about changes that take place such as seasonal changes and explain why somethings occur I can talk about old and new objects I can talk about past experiences and events such as birthdays and special times I can use language related to time such as past present and future I can talk about my family, my home and who lives in my house I can explore maps and why we use them I can talk about my bedroom and draw a simple map
Nursery Spring Term	Reception Spring Term

<p>I can talk about the world around them and things they have observed</p> <p>I will begin to be aware of similarities and differences</p> <p>I will be able to make toys work by pushing buttons, lifting levers</p> <p>I can talk about the weather, noticing changes</p> <p>I Know names of different fruits and vegetables</p> <p>I Know parts of the body</p> <p>I know some objects are old and new</p> <p>I can talk about when I was a baby</p>	<p>I can be talk about different events they celebrate such as Christmas, Eid, Diwali</p> <p>I can talk about the area where I live and compare it to other environments</p> <p>I can talk about similarities and differences I share with others</p> <p>I can find out how things work by observations and experimentation</p> <p>I know parts of a plant (leaf, flower. stalk, root) and what is needed for a plant to grow (sun, water, soil,)</p>
<p>Nursery Summer Term</p>	<p>Reception Summer Term</p>
<p>I can complete a familiar application on the iPad or the interactive screen</p> <p>I can understand language of today, tomorrow and yesterday</p> <p>I can speak about an event which has happened in the past and discuss a future event.</p> <p>I can ask questions about objects, events and animals observed in the environment.</p> <p>I am beginning to understand the seasonal changes</p> <p>I Know parts of a plant (leaf, flower) and what is needed for a plant to grow (sun, water)</p> <p>I can look closely at similarities, differences, patterns and changes</p> <p>I understand the importance of washing hands, brushing teeth and eating a healthy snack.</p> <p>I understand the concept of the world</p> <p>I now where I live – town</p> <p>I can talk about where my family live</p> <p>I can talk about when I was a baby and how I have changed over time</p>	<p>I can choose a particular application on the iPad or interactive screen and complete a program</p> <p>I can talk about my journey to school and draw a map</p> <p>I know parts of the body and the senses</p> <p>I can descriptive terms such as ‘smooth’, ‘rough’ ‘boiling’ and ‘freezing’, ‘floating and sinking’</p> <p>I Know about similarities and differences in relation to places, objects, materials and living things</p> <p>I Know how to keep healthy – daily exercise, healthy diet, brushing teeth, enough sleep</p> <p>I can sort a variety of objects into groups – size, colour, texture, function</p> <p>Understand the concept of the world and that different people live in different places</p> <p>I can Identify similarities and differences in different environment</p> <p>I can develop and understanding of locational knowledge – beach, city, river, country</p> <p>I know where I live –(Audenshaw, Manchester, United Kingdom)</p> <p>understanding of transport and make links – e.g. cars –road, train – tracks</p>

Knowledge and Understanding of the World Early Learning Goals

Past and Present

Talk about the lives of the people around them and their roles in society * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class * Understand the past through settings, characters and events encountered in books read in class and storytelling.

People and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Creating with materials and being imaginative and expressive

Implementation - Expressive Arts and Design is made up of the strands of creating with materials and being imaginative and expressive. The development of children's artistic and cultural awareness supports their imagination and creativity. Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials in the continuous provision. Literacy lessons include talk for writing activities where children have the opportunity to take on different roles and act out familiar stories. Singing plays a large role in the Early Years, with songs being learned to support routines throughout the day to celebrate different occasions and seasons. The children take part in music lessons and assemblies where they learn about different aspects of music and share their feelings towards it.

Nursery Autumn Term	Reception Autumn Term
<p>I can in join in with familiar rhymes and dances</p> <p>I will tap and clap simple rhythms</p> <p>I join in with role play acting out stories and experiences</p> <p>I begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes</p> <p>I Knows same colour words – primary colours</p> <p>I can cut snips of paper</p> <p>I can experiments with colour and texture</p> <p>I use simple tools to shape, assemble and join materials – glue, paste, scissors and tape</p>	<p>I will experiment with songs, dance and musical instruments</p> <p>I can use a variety of art tools</p> <p>I can produce recognisable drawings of people</p> <p>I can make marks using shape and pattern on a range of surfaces</p> <p>I can develop simple patterns by printing with objects using range of materials</p> <p>I can use paints and brushes to make a range of marks – dots, dabs, zig zags, wavy</p> <p>I can create a simple collage</p> <p>I can draw a story map</p>
Nursery Spring Term	Reception Spring Term
<p>I can use instruments to explore how sounds can be changed</p> <p>I can explore colour and explore how colours can be mixed</p> <p>Drawings have some resemblance to people, objects</p> <p>I choose colours for a purpose and beginning to mix colours</p> <p>I can form prints with simple objects</p> <p>I can use fingers and hands in paint to make marks</p> <p>I can use transient Art to be imaginative</p>	<p>I can develop stories with others, using props to support their play</p> <p>I can draw a story map with characters</p> <p>I will be able to choose the tools and materials I will need to create for example, hole-puncher and string</p> <p>I will create with a purpose in mind, for example, using a box and tissue paper to create a dog bed</p> <p>I can develop language of colour (secondary colours) and mix colours to make new colours</p> <p>Use scissors along straight and curved shape</p>
Nursery Summer Term	Reception Summer Term
<p>I can use props creating stories during play</p> <p>I can act out familiar roles and experiences during role</p> <p>I can use brushes and paints to make simple marks</p> <p>I can choose different media to stick papers to layers</p> <p>I can draw an outline around a shape</p> <p>I can draw a portrait with features</p> <p>I know that I can use media in different forms</p> <p>I can carve and make shapes into modelling materials</p>	<p>I will be able to represent ideas in different ways using role-play, props and toys, drawing, play dough and materials such as paint and clay</p> <p>I can experiment with colour, design, texture and function</p> <p>I can use a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving</p> <p>I know how to mix water colours</p> <p>I know how to draw a story map in detail</p>

Expressive Arts and Design Early Learning Goals

Creating with 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.

Being Imaginative

Invent, adapt and recount narratives and stories with peers and their teacher * 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.