

FS1 Curriculum

	TERM 1	TERM 2	TERM 3	TERM +3
C&L	<p>Listening and understanding:</p> <ul style="list-style-type: none"> Listen to different instruments and know they make different noises. Knows that body parts make different sounds eg. clapping, stamping. Can clap 1 and 2 syllable familiar words. Can look and listen to an adult when named and prompted first – with repetition. Can follow an individual simple instruction. <p>Speaking:</p> <ul style="list-style-type: none"> Can name and point to whole familiar objects, eg. apple or point to the apple. Can use 1 or 2 words to answer and request. Can use non-verbal cues along with words to make their intentions clear. Answer questions in a 1-1 conversation with an adult. 	<p>Listening and understanding:</p> <ul style="list-style-type: none"> Can match instruments in sight to their noises. Can repeat body percussion sounds. Can match an initial sound in a word to one of two other given words – with pictures. Can clap 3 syllable familiar words. Can look and listen to an adult with some individual prompts. Can follow a simple instruction as part of the group. <p>Speaking:</p> <ul style="list-style-type: none"> Use 'I' to speak about themselves, with prompts. Talk in 3 or 4 word sentences. Can answer questions in a small group. Can name parts of an object. Can complete a sentence eg. you are eating... Begin to answer who, what, where questions in the here and now. 	<p>Listening and understanding:</p> <ul style="list-style-type: none"> Can recognize a sound out of sight (instruments in a bag). Can follow 3 part body percussion sequences with counting out loud. Know what sound comes at the beginning of a word, E.g. "Sit begins with 's'. Sun, silly, Sam and sausage all begin with 's'." Can look and listen to an adult when prompted as a whole group, often needing 'magnet eyes' to keep recalling attention back. Can follow an instruction that has two parts with non-verbal cues. <p>Speaking:</p> <ul style="list-style-type: none"> Use simple adjectives to talk about things they can see eg. red paint, big ball. To join 2 simple ideas together, but may not be linked. Use a wider range of regular verbs to talk about what they are doing. Begin to speak more confidently in a larger group. Can use he/she correctly. 	<p>Listening and understanding:</p> <ul style="list-style-type: none"> Can match a sound they hear with the same instrument. Can follow 3 part body percussion sequences without counting out loud. Say what sound their name begins with. Recognise words that rhyme or sound similar, E.g. "Cat and hat they rhyme". Can look and listen to an adult when prompted as a whole group, sometimes needing 'magnet eyes' to keep recalling attention back. Can follow an instruction that has two parts. <p>Speaking:</p> <ul style="list-style-type: none"> Can join 2 or more linked ideas in a sentence. Confidently speak in front of a group to give own ideas. Can retell part of their favourite stories using some of their own words. Have conversations with peers, in small groups.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
C&L : ORACY	<p>Rhymes and songs:</p> <p>Autumn Leaves Dingle Dangle Scarecrow Five Little Pumpkins Incy Wincy Spider Baa Baa Black Sheep Humpty Dumpty</p>	<p>Rhymes and songs:</p> <p>Five Little Fireworks Twinkle Twinkle Little Star Twinkle Twinkle Chocolate Bar I'm a Little Teapot I'm a Little Penguin When Santa got stuck up the chimney Five Little elves Twinkle Twinkle Christmas Lights</p>	<p>Rhymes and songs:</p> <p>Five Current Buns in a Baker's Shop Five Little Ducks Frere Jaques I can sing a Rainbow Paper Lanterns</p>	<p>Rhymes and songs:</p> <p>Lets go to the Grocery Shop Little Miss Muffet Spring Chicken Chick, Chick, Chick, Chick, Chicken Miss Polly had a Dolly</p>	<p>Rhymes and songs:</p> <p>Old Mcdonald had a farm Three Blind Mice The Animals in the Jungle say Pat a Cake Happy Birthday to you</p>	<p>Rhymes and songs:</p> <p>Tommy Thumb Hickory Dickory Dock Row, Row, Row your boat The Wheels on the Bus Wind the Bobbin up Jack and Jill The Grand Old Duke of York</p>

	TERM 1	TERM 2	TERM 3	+ 3 TERMS
PSED WELCOME ROUTINE	<ul style="list-style-type: none"> Walk into school with parent and adult support. Find own coat peg and put bag and belongings on peg with adult support. Take coat off and hang it up with adult support. Sit still with plenty of encouragement. Go to the toilet with adult support for clothing. Wash hands with adult support and talk through the day. Self-registration: Match name card with picture to name card, modelled by adult. Sit with adult support for 10 mins. Listen/watch others sing the days of the week song and begin to join in. 	<ul style="list-style-type: none"> Walk into school with adult support. Become increasingly independent at putting bag/belongings on peg and taking coat off and hanging it up. Sit still with adult prompts. Go to the toilet and mange clothing independently. Follow the photos of hand washing by self. Self-registration: Match name with picture to name card independently. Sit with some prompts for 15 mins. Sing along with days of the week song. 	<ul style="list-style-type: none"> Walk into school independently. Put bag and belongings on coat peg and take coat off independently and hang it up. Sit down and wait for instructions. Choose whether they need the toilet or not and/or go straight to hand washing. Independent hand washing. Self-registration: Find name (without picture) and move. Sit still independently for 20 mins with non-verbal prompts. Say what day it is today using the song. 	<ul style="list-style-type: none"> Unfasten coats independently. Support younger children with bags/belongings and coats. Recite handwashing routine to younger children. Write own name using name card. Sit still independently for 20 mins. Say what day it was yesterday.

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PSED DEPARTURE ROUTINE	<ul style="list-style-type: none"> Get water bottle and line up with individual prompt and steering. Find own coat peg and bag/belongings with adult support. Put coat on and zip with adult support. Sit still with plenty of encouragement and wait for name to be called. 	<ul style="list-style-type: none"> Get water bottle and line up with group prompt and non-verbal cues. Find own coat peg and bag/belongings by self. Put coat on and zip with adult support. Sit still with some encouragement and wait for name to be called. 	<ul style="list-style-type: none"> Follow instruction to get water bottle and line up. Find own coat peg and bag/belongings independently. Put coat on and zip with some adult support. Sit still and wait for name to be called. 	<ul style="list-style-type: none"> Prompt younger children to get water bottle and stand in line. Find own coat peg and bag/belongings independently. Attempt to put coat on and zip up. Sit still and wait for name to be called. Support younger children in departure routine.
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	TERM 1	TERM 2	TERM 3	+ 3 TERMS
PSED SELF REG	<ul style="list-style-type: none"> Talk about how they feel using words; happy, sad, angry, worried. Follow a simple instruction with adult support and steering. Follow rules/routines with adult support and steering. With plenty of adult support and modelling, begin to use words to be able to play fairly. 	<ul style="list-style-type: none"> Talk about how they feel and begin to talk about how peers might feel. Follow a simple instruction with adult prompts and non-verbal cues. Increasingly follow rules, understanding why they are important. With adult support and non-verbal cues, use words to play fairly. 	<ul style="list-style-type: none"> Talk about how they and peers are feeling. Follow a simple instruction independently. Remember rules without needing an adult to remind them. Use words to play fairly, sometimes needing help from an adult. 	<ul style="list-style-type: none"> Talk about how they and others feel and say why using the 'because'. Talk about rules and why they are important and prompt younger children to follow them. Be able to play fairly often and talk about fair play to others.
PSED: MANAGING SELF	<ul style="list-style-type: none"> Go to toilet with plenty of adult prompts and steering as a group. Find own coat peg and put bag and belongings on peg with adult support. Take coat off and hang it up with adult support. Sit still with plenty of encouragement. Wash and dry hands with plenty of adult support and visual prompts. Peel fruit with adult support Take part in food activities and recognize that treats should be eaten after meals. Take part in some physical exercises. Begin to know and follow school rules. Answer questions in a 1-1 conversation with an adult. 	<ul style="list-style-type: none"> Go to toilet with fewer prompts. Become increasingly independent at putting bag/belongings on peg and taking coat off and hanging it up. Sit still with adult prompts. Wash and dry hands using visual prompts. Attempt to peel fruit with some adult support. Begin to recognize that some foods are healthy and some are not. Take part in a range of activities recognizing it is good for their body. Remember school rules with reminders. Answer questions in a small group. 	<ul style="list-style-type: none"> Decide whether they need the toilet or not – make a decision. Put bag and belongings on coat peg and take coat off independently and hang it up. Sit down and wait for instructions. Wash and dry hands independently. Peel fruit with little help. Say which foods are healthy and not healthy. Say what effects exercise has on their body. To follow school rules consistently well. Begin to speak more confidently in a larger group. 	<ul style="list-style-type: none"> Go to the toilet independently. Support younger children with bags/belongings and coats. Wash hands independently and support others by turning tap etc. Peel fruit independently and support others. Begin to say why some foods are healthy and not healthy. Say why exercise is important. Follow school rules and talk about why they are important. Confidently speak in front of a group to give own ideas.
PSED : BUILDING RELATIONS	<ul style="list-style-type: none"> Can play alongside others in a small group. Wait for a turn with adult support. To use words after conflicts, with adult support and scaffolding. Repeat familiar short phrases. Recognise when someone else is happy or sad with adult support and visuals. 	<ul style="list-style-type: none"> Begin to play with others in a small group with adult support. Take turns in situations where they have to wait eg. going to the toilet, self-registration, snack. To begin to use words to solve conflicts, with adult support. Say familiar short phrases, sometimes needing adult prompts. Recognise when someone else is happy or sad with some adult support. 	<ul style="list-style-type: none"> Play with others in a small group. Take turns in conversations and play – with adult prompt. To use words to solve conflicts, with adult support. Begin to say familiar phrases independently. Can recognise when another child is upset and seek out an adult for help. Speak to others politely. Recognise when someone else is happy or sad. 	<ul style="list-style-type: none"> Begin to organize and direct play with others eg. "Let's go on a bus, I'll be the driver." Take turns in conversations and play with occasional prompts. To accept solutions to a conflict suggested by an adult eg. You can't both be spiderman but ___ have a turn and then ___ have a turn. Say familiar phrases independently throughout the session. Seek out an adult when they see someone is sad.

	TERM 1	TERM 2	TERM 3	+ 3 TERMS
PD Fine motor	<ul style="list-style-type: none"> Use a comfortable grip – palmar to mark make; shoulder pivot. Begin to use loop scissors to make snips in paper Use spoons to stir, scoop and eat. Know what a knife, fork and spoon is. 	<ul style="list-style-type: none"> Begin to use a tripod grip to mark make – elbow pivot. Begin to use scissors to make snips with adult support Begin to use a knife for spreading with adult support. 	<ul style="list-style-type: none"> Use a tripod grip with good pressure and movement, sometimes needing adult support – wrist pivot. Use scissors to make snips Beginning to use a fork with correct hold; adult support. 	<ul style="list-style-type: none"> Begin to use a pincer grip with an adult correcting. Use scissors to make simple cuts for a desired shape. Beginning to use a standard fork for eating.

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	<ul style="list-style-type: none"> Use a chunky fork to stab and eat in palmar grasp. 			
PD Gross motor	<ul style="list-style-type: none"> Peddle a tricycle; may need some support to get going. Throw a large ball and other equipment using large muscle movements. Lift and carry large crates, planks, buckets of water with adult support. Use large muscle movements to wave flags, scarves and streamers and paint and make large marks. 	<ul style="list-style-type: none"> Peddle a tricycle comfortably around the open space. Begin to aim to throw a large ball and other throwing equipment into a space. Lift and carry large and heavy equipment with another child. Use large muscle movements to wave flags, scarves and streamers and paint and make large marks with an intended purpose. 	<ul style="list-style-type: none"> Peddle a tricycle around others big obstacles and other tricycles. Throw a large ball and other throwing equipment into the air or an empty space. Begin to carry out safety checks when lifting and carrying large equipment. Use large and smaller movements to wave flags, scarves and streamers and paint and make large marks with an intended purpose. 	<ul style="list-style-type: none"> Peddle a tricycle around obstacles, being able to adjust speed to avoid collisions. Talk about safety measures when using equipment, such as balls and throwing equipment. Know how to carry large equipment safely. Use a range of large and smaller movements to wave resources and paint and make marks with increasing precision.

	Term 1	TERM 2	TERM 3	+3 TERMS
LITERACY READING FOR PLEASURE - COMPREHENSION	<p>SEE READING OVERVIEW DOCUMENT FOR FOCUS AND LINKED TEXTS</p> <ul style="list-style-type: none"> Can hold a book the right way round and turn the pages. Show an understanding of the pictures. 	<p>SEE READING OVERVIEW DOCUMENT FOR FOCUS AND LINKED TEXTS</p> <ul style="list-style-type: none"> Recognise favourite stories. Can point to the title. Talk freely about favourite stories. 	<p>SEE READING OVERVIEW DOCUMENT FOR FOCUS AND LINKED TEXTS</p> <ul style="list-style-type: none"> Can say the names of key characters in a story. Answer simple questions about familiar stories, directly linked to illustrations eg. where did she go? What did he eat? 	<p>SEE READING OVERVIEW DOCUMENT FOR FOCUS AND LINKED TEXTS</p> <ul style="list-style-type: none"> Can say, in simple terms, how a character feels eg. happy, sad. Can say simply, what happened in a story using 2 or more linked sentences.
LITERACY PRE-PHONICS	<ul style="list-style-type: none"> Listen to different instruments and know they make different noises. Knows that body parts make different sounds eg. clapping, stamping. Can clap 1 and 2 syllable familiar words. Can join in with familiar rhymes and songs. 	<ul style="list-style-type: none"> Can match instruments in sight to their noises. Can repeat body percussion sounds. Can match an initial sound in a word to one of two other given words – with pictures. Can clap 3 syllable familiar words. Can fill in gaps during songs and rhymes. Can blend compound words eg. foot-ball. 	<ul style="list-style-type: none"> Can recognize a sound out of sight (instruments in a bag). Can follow 3 part body percussion sequences with counting out loud. Know what sound comes at the beginning of a word, E.g. “Sit begins with ‘s’. Sun, silly, Sam and sausage all begin with ‘s’.” Recognises a mistake during a rhyme or song and can say what the right word should be. Can sing a wide range of songs and rhymes as part of a group. Can blend two-syllable words eg. co-ffee, ta-ble. 	<ul style="list-style-type: none"> Can match a sound they hear with the same instrument. Can follow 3 part body percussion sequences without counting out loud. Say what sound their name begins with. Recognise words that rhyme or sound similar, E.g. “Cat and hat they rhyme”. Can sing a wide range of songs and rhymes independently. Can blend at onset-rime level when the onset is a long phoneme eg. sh-ark.
WRITING HANDWRITING	<ul style="list-style-type: none"> Use a comfortable grip – palmar to mark make; shoulder pivot. Can hold a crayon and scribble freely. Can paint and draw freely to make random marks. 	<ul style="list-style-type: none"> Begin to use a tripod grip to mark make – elbow pivot. Can draw very simple representations of objects. Beginning to form shapes of letters from own name. Can trace whole of own name. 	<ul style="list-style-type: none"> Use a tripod grip with good pressure and movement, sometimes needing adult support – wrist pivot. Can write some letters from own name independently. Can copy the whole of own name. 	<ul style="list-style-type: none"> Begin to use a pincer grip with an adult correcting. Can write own name independently.
WRITING COMPOSITION	<ul style="list-style-type: none"> Know that pens, pencils, paints leave marks. 	<ul style="list-style-type: none"> Understand that print has meaning. Give meaning to marks they make. 	<ul style="list-style-type: none"> Talk about their own pictures simply. 	<ul style="list-style-type: none"> Talk about their own pictures using 2 or more linked sentences. Beginning to write letters linked to initial sounds.

	Term 1	TERM 2	TERM 3	+3 TERMS
MATHS- Number	<ul style="list-style-type: none"> In a group sing songs and rhymes counting up to 3 eg three little ducks. Know that a group changes when something is added or taken away. Showing fingers numbers to 3. Subitise 1 and 2 objects. Count orally to 3. 	<ul style="list-style-type: none"> In a group sing songs and rhymes counting up to 5 eg five little speckled frogs. Showing fingers numbers to 5. Subitise up to 3 objects. Count orally to 5. Know that the last number counted is the total for the 	<ul style="list-style-type: none"> Can say when two groups have the same number of objects. Can say when one group has more or less than another group. Beginning to match numerals to different representations up to 5. 	<ul style="list-style-type: none"> Beginning to represent numbers in their own way using different representations. Beginning to form shapes of numerals.

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	<ul style="list-style-type: none"> Know that the last number counted is the total for the group up to 3. Can say numbers 1 to 3 in order. Can tag up to 3 objects with a number word. Know that the number up to 3 does not change when objects are presented or arranged in a different way. 	<p>group up to 5.</p> <ul style="list-style-type: none"> Can say numbers 1 to 5 in order. Can tag up to 5 objects with a number word. Know that the number up to 5 does not change when objects are presented or arranged in a different way. 		
MATHS- shape, space and measure	<p>FS1 will focus on circle, triangle and square.</p> <ul style="list-style-type: none"> Can match a given shape to a shape within a small group that is exactly the same and beginning to name the shape. Beginning to talk about related language eg, round, corners, straight sides. Beginning to understand that a 2D shape is flat. Know that a shape can look different depending on it's orientation. Begin to name a circle, triangle and square. 	<p>FS1 will focus on circle, triangle and square.</p> <ul style="list-style-type: none"> Can match a given shape to the same shape but is different in size and colour. Beginning to recognise shapes in their environment. Can talk about what shapes are like using language linked to colour, size and properties with prompt. 	<p>FS1 will focus on circle, triangle and square.</p> <ul style="list-style-type: none"> Can reason using language related to properties of shape when given the stem sentence 'this is a _____ because... '. Can talk about what shapes are like using language linked to colour, size and properties. 	<p>FS1 will focus on circle, triangle and square.</p> <ul style="list-style-type: none"> Can reason using language related to colour, size and properties of shape eg. This is a circle because it is round.
MATHS- sorting	<ul style="list-style-type: none"> Can name and recognise colours; red, blue, green, yellow, orange, purple. Begin to be able to put resources back with the support of an adult, as well as visual prompts in the area. Begin to classify items into groups eg. things we eat, animals etc. 	<ul style="list-style-type: none"> Can organize coloured resources into groups. Know that to make a colour darker or paler they mix with black or white. Can mix ready-mix to explore colour making. To be able to put resources back with the support of an adult, as well as visual prompts in the area. Talk about groups in general terms – naming. 	<ul style="list-style-type: none"> Can select an appropriate colour within different areas of play eg. choosing greens for a tree. To be able to put resources back independently, using visual prompts in the area. Independently choose how to sort items based on their own ideas. 	<ul style="list-style-type: none"> Begin to know which two ready-mix colours go together to make other colours. To independently put things away and support younger children to tidy up. Begin to say why they have chosen to sort and classify in their own way.

BY END OF FS1

UNDERSTANDING THE WORLD: RE	<p>The Nativity To have a familiarity with the first Christmas story and be able to recall key moments and names e.g. Jesus, Mary, Joseph and God. To know this is why Christmas is celebrated and make links. To identify modern Christmas day traditions-share how all our Christmas' are different but celebrate the same day. To know we celebrate Christmas by some people putting up a tree, decorations, give gifts. To know it was a long time ago. To know Mary was going to have a baby. The baby was Jesus and he was born in a stable. To know people visited Jesus to bring him special gifts. To know there are times when children may receive gifts (Easter eggs, Christmas presents, birthday presents).</p> <p>Chinese New Year To know we live in England/Kexborough/Barnsley. To know Chinese new year is celebrated in China and by Chinese people. To understand China is a different country and has different celebrations. To re-call Chinese new year traditions e.g. the animal year, red envelops, dragon/lion dance. To re-call key moments and some of the animals in the great race story. To know the emperor had a race. To know the animals had a race over the river. To know the rat was the winner of the race. To know every year is named after an animal. To know red envelopes are given as gifts with money inside. To know lion/Dragon dances are performed by people working together in costumes.</p>
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UNDERSTANDING THE WORLD: History/Geography

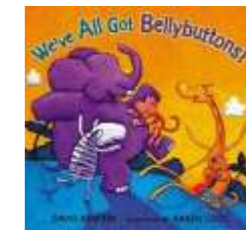
Journeys
 Know that a route is a road or a way travelling from one place to another.
 Know that a journey is travelling from one place to another.
 Know that surroundings are the area and things that are around us.
 Know that school is surrounded by woodland and fields.
 Can discuss a journey that I may take around school.
 Can remember a route/journey in my immediate surroundings.
 Can recognise features of a journey in my immediate surroundings such as trees, weather, animals and different objects such as the trim trail, a pond and running track.



Chinese New Year
 Know China is a country.
 Know that in different countries people look different to us such as different hair and skin colours.
 Know that people in different countries have different celebrations.

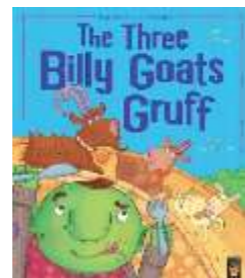


Africa
 Know I live in England.
 Know that England is a country.
 Know that the world is made up of different countries with England being one of them.
 Know that in different countries in the world and that people live differently to us (they have different homes, schools and routines).
 Know that in different countries people look different to us such as different hair and skin colours.

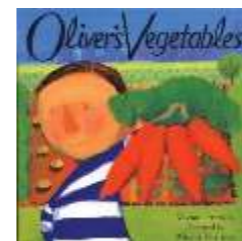
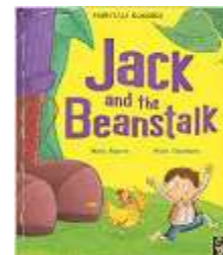


UNDERSTANDING THE WORLD: Science

Materials
 Know which materials are strong and which are weak.
 Can name some materials eg. brick, wood.
 Know different materials are used for different things.



Growing
 Know that plants need water, sunlight and soil to grow.
 Know that the weather can change how a plant grows.
 Know that plants get bigger and changes occur slowly.
 Know that some plants produce food and some don't.
 Know that vegetables and fruits come from plants.
 Know how to care for plants.



Food Technology
 Through weekly food technology activities children:
 Know that ingredients are mixed together.
 Know that a fridge/freezer cools things and an oven warms things.
 Know that things look, taste and smell differently when they are cooked.
 Know that clean hands are important to stop the spread of germs.
 Know that some foods are healthy and some are not and to be eaten as treats.
 Know that foods affect their bodies in different ways.
 Know that some foods are suitable for different meals eg. cereal for breakfast, not crisps.

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	<p><u>Occupations</u> (May vary depending on cohort and interests)</p> <p>Know that there are lots of different jobs. Know that some people do jobs that help us and keep us safe. Role play different jobs. Use specific vocabulary in role play.</p>			
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	Term 1	TERM 2	TERM 3	+3 TERMS
UNDERSTANDING THE WORLD: Seasons	<ul style="list-style-type: none"> Say what the weather is like today; windy, foggy, rainy, sunny, cloudy, stormy. Can say how the weather makes their body feel eg. cold, warm, wet. 	<ul style="list-style-type: none"> Know what season it is using visual prompt. Notice cause and effect in the weather eg. the wind is making the leaves blow. 	<ul style="list-style-type: none"> Recognise changes outside and link to seasons eg. recognize that flowers start to grow in Spring. Independently make choices about their clothes linked to the daily weather. 	<ul style="list-style-type: none"> Recognise changes happen over time and begin to reflect back to make links. Know that specific events happen in certain seasons eg. Christmas in Winter.

	Term 1	TERM 2	TERM 3	+3 TERMS
EXPRESSIVE ARTS AND DESIGN: Creating with materials	<p>Art and DT:</p> <ul style="list-style-type: none"> Begin to make marks, that may or may not mean something. Know which tools can be used to make marks and choose for own mark making. Use a comfortable grip – palmar to mark make; shoulder pivot. Use ready mix paints. Squeeze and pull apart dough to begin to represent objects. Can use PVA glue and spreader to stick materials on to paper. <p>Block play:</p> <ul style="list-style-type: none"> Can stack regular flat blocks into a tower so they are balanced. <p>Role play:</p> <ul style="list-style-type: none"> Use small versions of real objects to pretend eg. having a cup of tea. 	<p>Art and DT:</p> <ul style="list-style-type: none"> Make marks with meaning to them. Begin to use a tripod grip to hold tools – elbow pivot. Explore colour mixing using ready mix paints. Know to make a colour paler you add white and to make it darker, add black. Use a rolling pin to flatten dough with adult support. Can begin to distribute PVA glue evenly with spreader to stick materials on to paper with increasing care. <p>Block play:</p> <ul style="list-style-type: none"> Can explore balancing different sized/shaped blocks. Can talk about some shapes. <p>Role play:</p> <ul style="list-style-type: none"> Use a sequence of linked events to pretend eg. give the baby dinner, bath and put the baby to bed, Say what they are doing. 	<p>Art and DT:</p> <ul style="list-style-type: none"> Make marks showing some form; enclosing lines and drawing meaningful shapes. Make meaningful marks using a tripod grip with good pressure and movement, sometimes needing adult support – wrist pivot. Begin to use appropriate colours for purpose. Begin to mould dough and use cutters to make simple representations of objects. Can distribute PVA glue evenly with spreader to stick materials on to paper with care and accuracy. <p>Block play:</p> <ul style="list-style-type: none"> Can begin to use blocks to represent something else and talk about it. <p>Role play:</p> <ul style="list-style-type: none"> Begin to involve another/s in play. Use language specific to the role. 	<p>Art and DT:</p> <ul style="list-style-type: none"> Draw simple representations of things and say what their intentions are. "I'm going to draw a..." Draw using a pincer grip with an adult correcting. Can mix ready mix paints to make a specific colour. Can talk about what their intentions are at the dough table and manipulate dough roughly to what they want. Can select pva or stick glue to distribute evenly for a given purpose. <p>Block play:</p> <ul style="list-style-type: none"> Can make simple representations using different shaped blocks. Can make good decisions eg. use bigger blocks at the bottom. <p>Role play:</p> <ul style="list-style-type: none"> Play in a role for an extended time.
EXPRESSIVE ARTS AND DESIGN: Being imaginative and expressive	<p>Music:</p> <ul style="list-style-type: none"> Listen to different instruments and know they make different noises. Knows that body parts make different sounds eg. clapping, stamping. Can join in with familiar rhymes and songs. Can hear changes in music when it gets loud or quiet. Can copy movements from adults when combining music with role play. Eg stomping like an elephant or flapping like a bird. Can join in with songs where the words have been changed but it follows a familiar melody eg. Twinkle, twinkle, chocolate bar. 	<p>Music:</p> <ul style="list-style-type: none"> Can match instruments in sight to their noises. Can repeat body percussion sounds. Can fill in gaps during songs and rhymes. Can hear changes in music when it gets loud and quiet and be able to use words 'loud' and 'quiet' to describe the sound. Can combine music with role play using prompts when needed Eg. Stomping like an elephant or flapping like a bird. Can sing along confidently when familiar melodies have the words changed, and they begin to suggest their own simple word changes (e.g., "Twinkle, twinkle, chocolate bar" becomes "Twinkle, twinkle, shiny car"). 	<p>Music:</p> <ul style="list-style-type: none"> Can recognize a sound out of sight (instruments in a bag). Can follow 3 part body percussion sequences with counting out loud. Can sing a wide range of songs and rhymes as part of a group. Can hear changes in music when it changes pace or volume and use words fast, slow, loud and quiet to describe. Can combine music with role play independently. Eg stomping like an elephant or flapping like a bird. Can change a few words in familiar melodies to make simple variations (e.g., "Twinkle, twinkle, shiny star"), while maintaining the basic rhythm and structure of the original song. 	<p>Music:</p> <ul style="list-style-type: none"> Can match a sound they hear with the same instrument. Can follow 3 part body percussion sequences without counting out loud. Can sing a wide range of songs and rhymes independently. Can experiment when using instruments to make fast, slow, loud and quiet sounds. Can combine music with role play independently eg stomping like an elephant but can also imitate sounds of this animal during play. Can independently create and sing their own variations of songs by changing the words to follow a familiar melody (e.g., "Twinkle, twinkle, shiny car"), demonstrating an understanding of how to adapt lyrics to fit the tune.