

## PSED (Physical, Social and Emotional Development)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
Personal, Social and Emotional Development	<p>Class Rules and routines Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Some feelings make them feel good and some not so good. It is important to be able to indicate feelings. Everybody is an individual and has things that they can do well and things that they need to get better at.</p>	<p>Getting on and falling out. How to deal with emotions Self - Confidence Explain the reasons for rules, know right from wrong and try to behave accordingly. Rules keep us safe when using equipment. Safety rules include always listening carefully and following simple instructions, using equipment only for the tasks they are designed for and washing hands before touching food. 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. 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 or actions.</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios Talk about special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers.</p>	<p>What makes a good friend? Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Brushing teeth twice daily and avoiding sugary drinks and snacks help keeps teeth healthy. There are healthy and unhealthy foods. Fruit and vegetables are an important part of a healthy diet.</p>	<p>Looking after others in friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Everybody is an individual and has things that they can do well and things that they need to get better at.</p>	<p>Taking part in sports day - Winning and losing Changing me Look how far I've come! Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage. Things that they do or say can upset and hurt others. It is unacceptable to hurt someone and, if they do, they need to find a way to make things better.</p>
	<p><b>Implementation</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Talk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challenge</p> <p>Select vocabulary and pictures to express their feelings and consider the feelings of others</p>	<p><b>Implementation</b></p> <p>Follow rules and instructions to keep safe</p> <p>Listen carefully in a range of situations and is aware of the importance of listening</p>	<p><b>Implementation</b></p> <p>Build constructive and respectful relationships and talk about the special people in their lives and why they are important.</p>	<p><b>Implementation</b></p> <p>Look after basic hygiene and personal needs and talks about the importance of good oral health.</p> <p>Suggest healthy ingredients that can be used to make simple snacks</p>	<p><b>Implementation</b></p> <p>Talk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challenge</p>	<p><b>Implementation</b></p> <p>Talk about why it is important to stay safe in the sun</p> <p>Think about the perspectives of others and understand that their own actions can affect other people and begin to act to make amends</p>

**COMMUNICATION AND LANGUAGE**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
<b>Communication and Language</b>  <b>Listening, attention and understanding</b>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</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>Question words include who, why, what, when, where and how.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</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>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>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</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>
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
	<p>Listen carefully in a range of situations and is aware of the importance of listening</p> <p>Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Ask a relevant scientific question to find out more, explain how things work and why they might happen</p>	<p>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</p> <p>Listen carefully in a range of situations and is aware of the importance of listening.</p>	<p>During small group or one to one discussions, ask questions to find out more and understand what has been said to them</p> <p>Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Show an understanding of the meanings of new words by using them in discussion and role play situations</p> <p>During small group or one to one discussions, ask questions to find out more and understand what has been said to them</p>	<p>Identify common features for different groups of animals, including wild and domestic animals.</p>	<p>Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary</p> <p>Listen carefully in a range of situations and is aware of the importance of listening</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
<b>Communication and language (continued)</b>  <b>Speaking</b>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <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.</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>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <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.</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> <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>	<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.</p>	<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.</p>
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
	<p>Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.</p> <p>During small group or one to one discussions, ask questions to find out more and understand what has been said to them.</p>	<p>Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.</p>	<p>During small group or one to one discussion, ask questions to find out more and understand what has been said to them</p> <p>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities</p>	<p>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</p>	<p>Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.</p>	<p>Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.</p> <p>During small group or one to one discussions, ask questions to find out more and understand what has been said to them.</p>

**PHYSICAL DEVELOPMENT**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
<b>Physical Development</b>  <b>Gross motor</b>	<p>Can sometimes (2/3 times) catch a small ball from 5ft away</p> <p>Is confident climbing a range of playground equipment (sometimes with support).</p> <p>Runs with different locomotor patterns e.g. skips, hop, slide, gallop.</p> <p>An increasing awareness of space e.g. pedals to avoid obstacles. Can ride a 3 tricycle.</p>	<p>Can throw a small ball forward 10 feet using arm and leg opposition e.g. step forward with left foot, throw with right arm.</p> <p>Is confident climbing a range of playground equipment (independently)</p> <p>Jumps/hops confidently from one leg or two.</p> <p>Can adjust length and height of jump in response to instructions.</p>	<p>Can throw a small ball overarm towards an adult.</p> <p>Start to take more risks when climbing.</p> <p>Can keep their balance.</p> <p>Shows an awareness of space between self and others.</p> <p>Hops 2-3 times on one foot.</p>	<p>Can catch a ball that has been bounced and/or bounce and catch a ball.</p> <p>Can throw a beanbag 60-70 cm in the air and catch it</p> <p>Can make a reasonable attempt at skipping (without rope).</p> <p>Can link jumping into a simple sequence.</p>	<p>Can catch a small bag using hands only.</p> <p>Can travel around, under, over and through climbing equipment.</p> <p>Starting to switch between slow and fast movements while travelling.</p>	<p>Can throw a ball with accuracy and precision towards a target.</p> <p>Shows co-ordination and control climbing on a frame and PE equipment.</p> <p>Can maintain their balance while moving quickly during chasing and tagging games.</p> <p>Can ride a 2 wheeled scooter.</p>
	Intent	Intent	Intent	Intent	Intent	Intent
<b>Physical Development</b>  <b>Fine motor</b>	<p>Static Tripod - Uses their index and middle finger along with their thumb to grip the pencil</p> <p>Threading pasta, wooden shapes, and smaller beads onto a shoelace.</p> <p>Building progression. Builds rows and stacks</p> <p>Can use scissors with the correct grip.</p> <p>Can pull up garments independently.</p> <p>Can fasten and unfasten Velcro shoes.</p> <p>Uses fork competently and beginning to use knife for cutting soft foods.</p>	<p>More detailed representations of people including clear head, body, arms, legs and facial features.</p> <p>Can complete a 4-6 piece interlocking puzzle with straight edges and corner.</p> <p>Builds rows and stacks adding bridges, forming pathways, closing up spaces and building enclosures.</p> <p>Cuts fairly straight lines across paper.</p> <p>Can pull t-shirt or jumper on/off independently but may be back to front.</p> <p>Attempts to unfasten buttons.</p> <p>Can fasten coat independently by inserting shank and pulling zip up.</p>	<p>More detailed pictures of other objects using shapes</p> <p>Increase complexity over time by changing from a typical square/rectangle shape to a curved line.</p> <p>Designs are more intricate and creativity emerges.</p> <p>Can place shoes on the correct feet.</p> <p>Can dress and undress on own except for difficult fastenings.</p> <p>Knows front and back of clothing.</p>	<p>Dynamic Tripod - Hold the pencil between the thumb and index finger with the pencil supported on the middle finger. The ring and little fingers are gently curled inwards. This gives an open wide web space which means the movement comes with the fingers.</p> <p>Lines up different shaped blocks in a pattern.</p> <p>Uses more blocks, as block building becomes more imaginative.</p> <p>Starts to add accessories to structures e.g. vehicles, dolls, furniture, animals, or "loose parts" like scarves, rocks or gems.</p> <p>Can turn clothes the right way ready for dressing.</p> <p>Uses a knife and fork. Can cut tougher consistency foods.</p>	<p>More detailed representations of multiple objects.</p> <p>Can complete interlocking puzzle jigsaw (12+pieces).</p> <p>Begins to create familiar structures.</p> <p>Buildings are more detailed and intentional, requiring planning.</p> <p>Adds a variety of blocks and more props. May work together cooperatively or individually.</p> <p>Cuts curves and circles.</p> <p>Able to dress and undress independently.</p> <p>Can use knife to spread.</p>	<p>Hold a pencil effectively in preparation or fluent writing – using the tripod in almost all cases.</p> <p>Uses a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
<b>Physical Development</b>	Squiggle while you wiggle 2.0 - Recap one move per week (weeks 1-5)  Dough disco	Squiggle while you wiggle 2.0 - Recap one move per week (weeks 6-9) Squiggle me into a writer  Dough disco	Squiggle me into a writer  Funky Fingers	Squiggle me into a writer  Funky Fingers	Squiggle me into a writer  Funky Fingers	Squiggle me into a writer  Funky Fingers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
<b>Literacy</b>	Phonic sounds s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r ,h,b,f,ff,l,ll,ss Blending CVC words using taught GPCs. a,at,as,in,it,is,l,an,and,am,da d,to,into, go,no,the,get,dog,can,got, on,not,cat, Up,mum,put,had,oh,him,his, big,has	Phonics sounds ,j,v,w,x,y,z,zz,qu,ch,sh,th,ng, long oo,ar Blending words using taught GPC's. he,she,me,we,be,of,if,off,yo u,my,they, for,will,all,went,was,from,hel p,too,her, with,are,yes,then,them,that,t his,said	Phonics sounds oo, ow, ee, ur, ai HF words look, now, down, see, going, just, have, it's, do, so	Phonics sounds or, oa, er,igh, air,oi HF words it's, do, so, come, some, were, one, like, by, when, little, what, day, away, play, children	Phonics sounds ear, ure HF words day, away, play, children Learning to read CVCC, CCVC, CCVCC words. Learning to read - your, here, saw, time, out, house, about	Consolidation of all taught sounds. Blending to read CCVCC, CVC+ polysyllabic words, CVC+ compound words, Learning to read – time, out, house, about, made, make, came, I'm, very, old, called, asked, looked, their, our, Mr, Mrs, don't, people, could.
<b>Reading</b>	<b>Implementation</b>	<b>Implementation</b>	<b>Implementation</b>	<b>Implementation</b>	<b>Implementation</b>	<b>Implementation</b>
	Daily phonics lessons. Focus on oral blending and segmenting. Interventions groups to fill gaps. Opportunities in environment to practice known phonemes.	Daily phonics lessons Weekly guided reading sessions. Home readers linked to the weeks learning. Interventions groups to fill gaps. Opportunities in environment to practice known phonemes.				



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent	Intent	Intent	Intent	Intent	Intent
Literacy  Writing	Name writing. Mark making with a purpose. Making shapes- circles, lines, squiggles, zig-zags. Oracy of simple sentences.	Orally creating sentences for a purpose. Making shapes- circles, lines, squiggles, zig-zags. Giving meaning to their marks as they write and draw.	Writing short story sentences Beginning to use phonics knowledge to represent sounds in words by using phoneme mats and word banks for support.	Little Red Writing a traditional tale Use developing phonics knowledge to segment words into sounds and write recognisable letters in sequence.	The Storm Whale Writing a friendship story Using phonic knowledge to begin to write simple sentences.	The Extraordinary Gardener Writing instructions Write recognisable letters. Spell words by identifying sounds in them and representing the sounds with letters. Write simple phrases and sentences that can be read by others.
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
	Fine and gross motor activities. Handwriting stage 1 monster phonics <b>Weekly writing:</b> Ourselves My friends My family My favourite food (using and) What I do with my family (using taught tricky words). My favourite toy	<b>Star in the Jar.</b> Handwriting Stage 2. Weekly writing and oracy tasks linked to star in the jar (see scheme and planning)	<b>Juniper Jupiter</b> Handwriting stage 3  Weekly writing and oracy tasks linked to Juniper Jupiter (see scheme and planning)	<b>Little Red</b> Handwriting stage 4  Weekly writing and oracy tasks linked to Little Red (see scheme and planning)	<b>The Storm Whale</b> Handwriting stage 5  Weekly writing and oracy tasks linked to The Storm Whale (see scheme and planning)	<b>The Extraordinary Gardener</b> Handwriting stage 6  Weekly writing and oracy tasks linked to The Extraordinary Gardner (see scheme and planning)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Intent and Implementation	Intent and Implementation	Intent and Implementation	Intent and Implementation	Intent and Implementation	Intent and Implementation
Maths	Match objects Match pictures and objects Identify a set. Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns.	Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position	Introduce zero Finding 0 - 5 Subitise 0 – 5 Represent 0 – 5 1 more/1 less Composition of numbers to 5 Conceptual subitising to 5 Compare mass Find a balance Explore capacity Compare capacity	Explore length Compare length Explore height Compare height Talk about time Order and sequencing time Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more / 1 less Composition to 10	Build numbers (10-13) Continue patterns 10-13 Continue patterns 14-20 Verbal counting beyond 20 Verbal counting patterns Add more How many did I add? Take away How many did I take away? Select shapes for a purpose Rotate shapes	Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions

		Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1 – 5 Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night	Find 6, 7, 8 Represent 6, 7, 8 Composition of 6, 7, 8 Make pairs – odd and even Double to 8 – find and make a double	Bonds to 10 (2 parts) Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment	Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shapes picture Find 2D shapes within 3D shapes	Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations
	Intent	Intent	Intent	Intent	Intent	Intent
Understanding the world.  Family and community  Past and Present  The Natural World	Talk about members of their immediate family Describe changes of state. (autumn and materials in class). Describe and represent the home in 2D, naming rooms and parts of the building. Know that children were babies in the past. Know that adults were children in the past. Know that adults can remember things from the past. Recycling household waste Explore range of texts. A habitat is a place where living things live.  Local habitats include woodlands, gardens and ponds.  Other habitats include hot places, such as deserts, and cold places, such as the Arctic.	Describe changes to trees and woodland plants in autumn/winter. Know and demonstrate how to plant bulbs. Predict how it will grow. Describe family Christmas traditions. Name street furniture on a short locality. Name some special buildings in our community and explain their function through role play and small world re-enactment. To understand cultural traditions, Christmas and Diwali Explain that digital technology is used in the home and at school for communication Some light sources need electricity or batteries to work, such as a torch, and some do not, such as candles. Explore and describe electrical and non-electrical light sources.  Offer explanations for why things happen, making use of vocabulary, such as, because, then and next	The way that people lived in the past is not the same as the way that we live now. Objects from the past can look different to objects from the present. Use words that help us to describe the passage of time include yesterday, last week, before and then. Talk about past and present events in their own lives and those who are important to them.  Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold.  Objects are made from different materials.	Technological toys need instructions to operate in a particular way. Errors in instructions can be checked and fixed. Food comes from different sources, including from animals, such as meat, fish, eggs and dairy, or from plants, such as fruit and vegetables.  Parts of plants and trees. Understanding plants and animals are living things.	Technological toys need instructions to achieve an outcome.  Talk about the different occupations that familiar adults and members of their community have.  There are different types of animal.  Identify animal and their babies  Understand animals eat different kinds of food.	The needs of a plant and growing plants. Words that help us to describe the passage of time include yesterday, last week, before and then.  Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.  Talk about the different occupations that familiar adults and members of their community have.  Different animal groups have some common body parts, such as birds have wings and fish have fins.
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
	Studying our families and ourselves Family tree Autumn changes	Cooking – making Christmas cake Making dough	Make observations about objects and artefacts from the past, such as toys,	Observe and describe living things and their habitats within the local environment.	Make a boat that floats Drawing plants and flowers	The needs of a plant experiment Growing plants /

	<p>Leaf study Mud kitchen Washing hands – hand germ Fire / sparkler safety. Diwali Bonfire night St Finbars day With support, observe, record and talk about materials and living things. Observe and describe living things and their habitats within the local environment.</p>	<p>Studying different leaves and twigs Winter changes Local area walk and/or pics of local area to create models. Remembrance day Hanukah Christmas - songs, show, christmas crafts. Represent scientific observations by mark making, drawing or creating simple charts and tables.</p>	<p>clothes and other items relating to everyday life. Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p> <p>Explore and talk about important events in the school or locality's history.</p> <p>Put familiar events in chronological order, using pictures and discussion.</p> <p>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p> <p>Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.</p> <p>Describe simply how weather changes as the seasons change.</p> <p>Name and sort everyday items into groups of the same material.</p>	<p>Begin to identify the origins of some foods- make different recipes.</p> <p>Put familiar events in chronological order, using pictures and discussion. Describe some similarities and differences between things in the past and the present.</p> <p>Easter / spring – changes (new life) People of the past – Jesus Planting – regrowing potatoes, Animals and their young.</p>	<p>Dinosaur dig for fossils. Where do we live?</p> <p>Identify common features for different groups of animals, including wild and domestic animals</p> <p>Describe some ways that plants or animals should be cared for in order for them to survive.</p> <p>With support, observe, record and talk about materials and living things.</p>	<p>sunflower competition, growing a bean in a jar.</p> <p>Order and sequence a familiar event using key vocab.</p> <p>Identify common features for different groups of animals, including wild and domestic animals</p> <p>With support, observe, record and talk about materials and living things.</p> <p>Match animals to the foods that they eat.</p> <p>Identify common features for different groups of animals, including wild and domestic animals.</p>
	Intent	Intent	Intent	Intent	Intent	Intent
Expressive Arts and Design	<p>Representing models using creative and construction items. Create models by balancing reclaimed items and wood. Draw familiar people from memory, with attention to detail. Attempt basic attachment techniques. Enact domestic routines and brief family narratives using props. Mark the pulse of pieces of music using body percussion.</p>	<p>Create new colours by mixing paints; predict and narrate the effects. Explore textures, colour and patterns in the environment and classroom. Generate short narratives about the environment using small world props. Mark the beat and imitate rhythms with tapping and striking instruments. Perform a small repertoire of short repetitive songs.</p>	<p>Create new colours by layering and overlapping translucent materials Twist, wrap and weave with pressure and precision, narrating choices about colour and texture. Retell events from a known story in role or small world play. Pitch match during sections then whole melodies of four line songs. Imitate more complex rhythm patterns with tapping instruments. Copying dance routines and exercise videos.</p>	<p>Make considered choices to create mixed media or design in clay, using different techniques and tools. Speak and act in role, demonstrating recall of the jobs of key members of the community. Draw single or a sequence of images from the imagination to illustrate a story. Developing narratives using small world and role play props Memorise short choreographed dance</p>	<p>Make increasingly detailed observational drawings and paintings of natural found objects and living things. Outdoors know how to join wood and reclaimed materials to make objects with a purpose. Large construction. Select reclaimed materials to collage representationally or with a design idea and explain choices. (junk modelling and design) Move rhythmically on the spot and travelling, using</p>	<p>Create, describe and explain transient 2D or 3D designs or sculptures with natural materials out in the environment. Make detailed and accurate observational drawings of natural found objects and living things, including matching colours Shape and mould wet sand and clay with hand tools to create particular effects. Use dance gestures and movements to tell a story. Body percussion and</p>



	Copy, memorise and perform a repertoire of simple hand-action songs. Dance with large arm movements using props – ribbon and fabric	Know further action songs and story ring games by heart. Exercise with large arm movements using props Create designs using a range of reclaimed items (outdoors)	Use a range of attachment techniques.	sequences to accompany songs in pairs or groups. Build with large scale resources outdoors.	hands or feet to mark the beat. Echo simple short rhythmic phrases with untuned percussion. Discuss the pitch contrasts in tuned percussion. Make up and sing own songs and rhymes. Call and response songs.	instrumental sound effects to tell a story. Draw familiar landmarks from memory. Use attachment techniques to create a function
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
				Exploring paint through finger painting, children describe colours and textures and discuss their creations. Collecting materials and objects from nature to make painting tools which are then used to create abstract and figurative art. Using painting to record emotional responses to different pieces of music, creating exciting and expressive paintings. Creating unique collages and transient art through independent exploration of mixed media resources. Developing an understanding of collage, children create landscape collages inspired by the work of Megan Coyle.	Exploring and understanding clay through manipulation and experimentation: developing small motor skills. Exploring the properties of playdough using hand tools to manipulate it in different ways. Creating 3D landscape pictures using natural found objects: using their imagination to choose and arrange objects. Looking at the shapes and patterns in clay animal sculptures: designing their own animal sculpture, considering how they will create it in clay. Shaping clay into animal sculptures: refining their ideas as they follow their designs and problem solving as they work. Developing their clay animals: choosing colours to decorate them and talking about the processes used to make their sculptures.	Developing confidence with scissor skills: exploring the differences when cutting a range of materials. Building small motor skills when threading a range of materials in different ways. Exploring techniques for joining paper and card: using a range of tools and equipment; making choices about which technique to use. Learning to fold, cut and curl paper to make colourful paper snakes. Refining drawing and colouring skills to create a design for a tissue paper flower. Using flower designs from the previous lesson to create colourful tissue paper flowers.