










# St Peter's Church of England Primary School






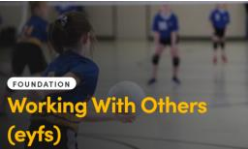
**Faith, Family, Future**

## **EYFS PROGRESSION OF** **SKILLS** **2024-2025**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Dinosaurs 	Transport 	We are Scientists 	Animals 	Natural Art 	The Seaside 
<b>Prime Areas</b>						
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>-Identify feelings associated with belonging</li> <li>-Identify feelings of happiness and sadness</li> <li>-Skills to play cooperatively with others</li> <li>-Be able to consider others' feelings</li> <li>-Be responsible in the setting</li> <li>-Listen carefully in a range of situations and is aware of the importance of listening.</li> <li>-Play cooperatively with others and</li> </ul>	<ul style="list-style-type: none"> <li>-Identify feelings associated with being proud</li> <li>-Identify things they are good at</li> <li>-Be able to vocalise success for themselves and about others</li> <li>-Identify some ways they can be different and the same as others</li> <li>-Recognise similarities and differences between their family and other families</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that challenges can be difficult</li> <li>-Recognise some of the feelings linked to perseverance</li> <li>-Talk about a time that they kept on trying and achieved a goal</li> <li>- Be ambitious</li> <li>-Resilience</li> <li>-Recognise how kind words can encourage people</li> <li>-Feel proud</li> <li>-Celebrate success</li> <li>-Build constructive and respectful relationships and talk</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise how exercise makes them feel</li> <li>-Recognise how different foods can make them feel</li> <li>-Can explain what they need to do to stay healthy</li> <li>-Can give examples of healthy food</li> <li>-Can explain how they might feel if they don't get enough sleep</li> <li>-Can explain what to do if a stranger approaches them</li> <li>-Look after basic hygiene and personal needs and talks about</li> </ul>	<ul style="list-style-type: none"> <li>-Can identify what jobs they do in their family and those carried out by parents/carers and siblings</li> <li>-Can suggest ways to make a friend or help someone who is lonely</li> <li>-Can use different ways to mend a friendship</li> <li>-Can recognise what being angry feels like</li> <li>-Can use Calm Me when angry or upset</li> </ul>	<ul style="list-style-type: none"> <li>-Can identify how they have changed from a baby</li> <li>-Can say what might change for them they get older</li> <li>-Recognise that changing class can illicit happy and/or sad emotions</li> <li>-Can say how they feel about changing class/ growing up</li> <li>-Can identify positive memories from the past year in school/ home</li> <li>-Listen carefully in a range of situations and is aware of the</li> </ul>

	<p>take turns. - See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests. -Select vocabulary and pictures to express their feelings and consider the feelings of others. -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>-Identify and use skills to make a friend Identify and use skills to stand up for themselves -Recognise emotions when they or someone else is upset, frightened or angry -Consider and manage some risks without direct adult supervision and is able to follow routines and structure with increasing independence. -Follow rules and instructions to keep safe. -Listen carefully in a range of situations and is aware of the importance of listening.</p>	<p>about the special people in their lives and why they are important. -Listen carefully in a range of situations and is aware of the importance of listening. -See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests.</p>	<p>the importance of good oral health. -Suggest healthy ingredients that can be used to make simple snacks. -Talk about what constitutes a healthy lifestyle. -Wash and dry hands regularly and say why this is important.</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>importance of listening. -Talk about why it is important to stay safe in the sun. -Think about the perspectives of others and understand that their own actions can affect other people and begin to act to make amends.</p>
<p>Communication and Language</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>-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>-Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.</p>

	<p>-Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</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>-Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.</p> <p>-Listen carefully in a range of situations and is aware of the importance of listening.</p>	<p>-Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</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>-Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.</p> <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>-During small group or one to one discussions, ask questions to find out more and understand what has been said to them.</p> <p>-Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.</p> <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>-During small group or one to one discussions, ask questions to find out more and understand what has been said to them.</p> <p>-Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.</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>-Ask a relevant scientific question to find out more, explain how things work and why they might happen.</p> <p>-Break the flow of speech into words.</p> <p>-Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</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>-Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</p> <p>-Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.</p> <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>
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		knowledge and vocabulary.				
Physical Development	 <p><u>Me and Myself</u> <u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>• Ability to dress themselves with support if necessary.</li> <li>• Moves freely and with pleasure and confidence in a range of skilful ways.</li> <li>• Engages in conversation with others.</li> <li>• Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li> </ul> <p><u>Fine Motor</u> Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	 <p><u>Movement Development</u> <u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>• Travels with confidence and skill in a range of movements when using equipment.</li> <li>• Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</li> <li>• Moves freely and with pleasure and confidence in a range of skilful ways.</li> <li>• Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li> </ul> <p><u>Fine Motor</u></p>	 <p><u>Throwing and Catching</u> <u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>-Showing increased control when catching a ball</li> <li>-Shows increasing control over an object, pushing, passing, throwing, catching or kicking it.</li> <li>-Moves freely and with pleasure and confidence in a range of skilful ways.</li> <li>- Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.</li> </ul> <p><u>Fine Motor</u> Develop the foundations of a hand writing style which is fast, accurate and efficient.</p>	 <p><u>Ball skills</u> <u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>• Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.</li> <li>• Can play in a group, extending and elaborating play ideas within the group.</li> <li>• Begins to accept the needs of others and can take turns and share, sometimes with the support of others.</li> <li>• Shows increasing control when throwing and catching a large ball.</li> </ul> <p><u>Fine Motor</u></p>	 <p><u>Fun and Games</u> <u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>-Runs skilfully and negotiates spaces and adjusting speed or direction to avoid obstacles.</li> <li>- Shows understanding of the need for safety when tackling new challenges and considers and manages some risks and when using equipment.</li> <li>-Begins to accept the needs of others and can take turns and share, sometimes with support from others.</li> <li>- Moves freely and with pleasure and confidence in a range of skilful ways.</li> </ul>	 <p><u>Working with others</u></p> <ul style="list-style-type: none"> <li>-Can play in a group.</li> <li>-Begins to accept the needs of others and can take turns and share, sometimes with support of others.</li> <li>- Keeps play going by responding to what others are saying and doing.</li> <li>-Runs skilfully and negotiates spaces successfully, adjusting speed and direction to avoid obstacles.</li> </ul> <p><u>Fine Motor</u> Hold a pencil effectively in preparation for fluent writing – using the tripod</p>

		Develop their small motor skills so that they can use a range of tools competently, safely and confidently.		Develop the foundations of a hand writing style which is fast, accurate and efficient.	- Shows understanding when counting objects to 10 and beyond 10. <u>Fine Motor</u> 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.	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.
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Specific Areas

Read Write Inc and Literacy	<u>Sound lessons and Word Time</u> -Learn, hear, say and identify Set 1 sounds. -To oral blend and segment CVC words. -Link sounds with letters in own name and familiar words. -To read from left to right, top to bottom. -Tell stories from pictures. -Enjoy a range of books and stories.	<u>Ditty</u> -Learn, hear, say and identify Set 1 sounds and diagraphs. -Link sounds to letters, naming and sounding letters of the alphabet. -Blend CVC words and recognise	<u>Red Level Books</u> -Hear, say and identify Set 1 sounds and diagraphs. - Learn, hear, say and identify Set 2 sounds. -Read real and nonsense words containing sounds learnt.	<u>Green Level Books</u> - Hear, say and identify Set 1 and 2 sounds and diagraphs. -Read real and nonsense words containing sounds learnt -Link sounds to	<u>Purple Level Books</u> - Hear, say and identify Set 1 and 2 sounds and diagraphs. Including double consonants. -Read real and nonsense words containing sounds learnt.
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	<ul style="list-style-type: none"> <li>-Write single letters that are recognisable.</li> <li>-To begin writing own name.</li> </ul>	<ul style="list-style-type: none"> <li>common diagraphs.</li> <li>-Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words.</li> <li>-To begin reading nonsense words.</li> <li>-To be able to write CVC words.</li> <li>-To begin writing captions including finger spaces.</li> <li>-To write own name.</li> </ul>	<ul style="list-style-type: none"> <li>-Link sounds to letters, naming and sounding letters of the alphabet.</li> <li>-Blend CVC and CCVC words and recognise common diagraphs.</li> <li>-Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words.</li> <li>-Begin to know that some words, common exception words, cannot be read using phonic knowledge.</li> <li>-To be able to orally rehearse short sentences and write them.</li> </ul>	<ul style="list-style-type: none"> <li>letters, naming and sounding letters of the alphabet.</li> <li>-Blend CVC and CCVC words and recognise common diagraphs.</li> <li>-Use phonic knowledge to read simple regular words and make phonetically plausible attempt at longer and more complex words.</li> <li>-Read automatically common exception words as they are introduced in the texts.</li> <li>-To be able to orally rehearse sentences and write them.</li> <li>Read a variety of texts including non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>-Blend CVC words and recognise common diagraphs.</li> <li>-Use phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words.</li> <li>-Use phonics to read unknown or difficult words</li> <li>-Recognise all common diagraphs taught.</li> <li>-To be able to orally rehearse own sentences and write them.</li> <li>-Read automatically common exception words as they are introduced in the texts.</li> <li>-Read a variety of texts including non-fiction.</li> </ul>
<p>Maths Mastery (Number) White Rose (Shape, Space and Measure)</p>	<ul style="list-style-type: none"> <li>-identify when a set can be subitised and when counting is needed</li> <li>-subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> </ul>	<ul style="list-style-type: none"> <li>-continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>-begin to identify missing parts for numbers within 5</li> </ul>	<ul style="list-style-type: none"> <li>-continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>-explore a range of representations of numbers, including the 10-frame, and see</li> </ul>		

- make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- spot smaller numbers 'hiding' inside larger numbers
- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number
- develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds
- compare sets of objects by matching
- begin to develop the language of 'whole' when talking about objects which have parts
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns
- sort odd and even numbers according to their 'shape'
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- order numbers and play track games
- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

how doubles can be arranged in a 10-frame







- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek
- Continue, copy and create repeating patterns.

Understanding the world	<p>Dinosaurs</p> 	<p>Transport</p> 	<p>We are Scientists</p> 	<p>Animals</p> 	<p>Natural Art</p> 	<p>The Seaside</p> 
Topic	<p>Share stories and talk about significant people who lived in the past.</p> <ul style="list-style-type: none"> <li>-Describe some similarities and differences between things in the past and the present.</li> <li>-Talk about past and present events in their own lives and those who are important to them.</li> <li>-Make observations about objects and artefacts from the past.</li> </ul>	<ul style="list-style-type: none"> <li>-Put familiar events in chronological order, using pictures and discussion.</li> <li>-Make observations about objects and artefacts from the past.</li> <li>-Describe some similarities and differences between things in the past and the present.</li> <li>-Discuss how the local environment has changed over time using photographs and first-hand experiences.</li> </ul>	<ul style="list-style-type: none"> <li>-With support, observe, record and talk about materials</li> <li>-Identify that materials have different properties and explore through play and exploration.</li> <li>-Represent scientific observations by mark making, drawing or creating simple charts and tables.</li> <li>- Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.</li> <li>-Name and sort everyday items into groups of the same material.</li> <li>-Represent scientific observations by mark making, drawing or creating simple charts and tables.</li> <li>Offer explanations</li> </ul>	<ul style="list-style-type: none"> <li>-Make and use simple maps in their play to represent places and journeys, real and imagined.</li> <li>-Observe and describe living things and their habitats within the local environment.</li> <li>-With support, observe, record and talk about materials and living things.</li> <li>-Describe ways to look after the immediate environment.</li> <li>-Describe some ways that plants or animals should be cared for in order for them to survive.</li> <li>-Make and use simple maps in their play to represent places and journeys, real and imagined.</li> <li>-Match animals to their young.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe ways to look after the immediate environment.</li> <li>-Name and describe basic features of plants and trees.</li> <li>-Observe and describe living things and their habitats within the local environment.</li> <li>-Use natural materials and loose parts to make 2-D and 3-D art.</li> <li>-Describe some ways that plants or animals should be cared for in order for them to survive.</li> <li>-Describe ways to look after the immediate environment.</li> <li>-Describe ways to look after the immediate environment.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss and describe places that are important to them.</li> <li>-Begin to notice and talk about the different places around the world, including oceans and seas.</li> <li>-Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</li> <li>-Discuss how the local environment has changed over time using photographs and first-hand experiences.</li> <li>-Make and use simple maps in their play to represent places and journeys, real and imagined.</li> <li>-Take photographs, draw simple picture</li> </ul>

			<p>for why things happen, making use of vocabulary, such as, because, then and next.</p> <p>-Use age-appropriate software to create images and record sounds and videos.</p>	<p>-Identify common features for different groups of animals, including wild and domestic animals.</p> <p>-Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</p> <p>-Match animals to the foods that they eat.</p> <p>-Match animals to their young.</p>	<p>-Describe ways to look after the immediate environment.</p> <p>-Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</p>	<p>maps and collect simple data during fieldwork activities.</p> <p>-Describe some similarities and differences between things in the past and the present.</p> <p>- Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p> <p>-Describe ways to look after the immediate environment.</p> <p>-Explore and talk about important events in the school or locality's history.</p> <p>-Show an awareness of the similarities and differences between people in different communities and groups from around the world.</p> <p>-Describe, predict and sort things that float and sink and talk about the forces that they can feel.</p>
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						-Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.
Computing	All about instructions	Programming Beebots	Introduction to data	Using a computer		
	<ul style="list-style-type: none"> <li>-Describe what they would do if they saw something online that made them sad, scared or worried.</li> <li>-Using logical reasoning to understand simple instructions and predict the outcome. Following instructions as part of practical activities and games.</li> <li>-Learning to give simple instructions.</li> <li>-Learning to debug instructions, with the help of an adult, when things go wrong.</li> <li>-Recognising that a range of technology is used for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>-Input simple instructions to technological toys, including floor robots and onscreen sprites.</li> <li>-Using logical reasoning to understand simple instructions and predict the outcome. Learning to give simple instructions.</li> <li>-Experimenting with programming a Bee-bot/Blue-bot and learning how to give simple commands.</li> <li>-Learning to debug instructions, with the help of an adult, when things go wrong.</li> </ul>	<ul style="list-style-type: none"> <li>-Representing data through sorting and categorising objects in unplugged scenarios.</li> <li>-Representing data through physical pictograms.</li> <li>-Exploring branch databases through physical games.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain that digital technology is used in the home and at school for communication.</li> <li>-Talk about and use digital technology with confidence and independence, giving examples of how it is used in the home, at school and beyond.</li> <li>-Use age-appropriate software to create images and record sounds and videos.</li> <li>-Describe what they would do if they saw something online that made them sad, scared or worried.</li> <li>-Learning how to operate a camera to take photographs of meaningful creations or moments.</li> <li>-Learning how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary.</li> </ul>		

				<ul style="list-style-type: none"> <li>-Recognising and identifying familiar letters and numbers on a keyboard.</li> <li>-Developing basic mouse skills such as moving and clicking</li> <li>-Using a simple online paint tool to create digital art.</li> <li>-Recognising that a range of technology is used for different purposes.</li> <li>-Learning to log in and log out.</li> </ul>		
RE	<p><b>CREATION</b> Why is the word 'God' so important to Christians?</p>	<p><b>OLD TESTAMENT STORIES</b> Which stories are special and why? <b>INCARNATION</b> Why do Christians perform Nativity plays at Christmas?</p>	<p><b>NEW TESTAMENT STORIES</b> Which stories are special and why?</p>	<p><b>SALVATION</b> Why do Christians put a cross in an Easter garden?</p>	<p><b>WORLD FAITH STORIES</b> Which stories are special and why?</p>	<p><b>WORLD FAITH STORIES</b> Which stories are special and why?</p>
	<ul style="list-style-type: none"> <li>- Explain that the word God is a name.</li> <li>- Talk about why God is important to Christians</li> <li>- Talk about how God made the world and how we should look after it.</li> </ul>	<ul style="list-style-type: none"> <li>- Recall two stories from the Old Testament that talk about promises.</li> <li>- Recall two stories from the Old Testament that talk about trust.</li> <li>- Suggest how these stories help Christian and Jewish people live.</li> </ul>	<ul style="list-style-type: none"> <li>- Retell at least two accounts of Jesus meeting different people.</li> <li>- Talk about the way Jesus taught about how people should live their lives.</li> <li>- Talk about friendship and forgiveness in my own life.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about why Easter is important to Christians.</li> <li>- Retell at least two events that happened during Jesus' last week.</li> <li>- Explain that Jesus' name means to save.</li> <li>- Talk about why it is important to show love to others.</li> </ul>	<ul style="list-style-type: none"> <li>- Retell a story from the Jewish faith tradition.</li> <li>- Retell a story from the Muslim faith tradition.</li> <li>- Retell a story from the Sikh faith tradition.</li> <li>- Retell a story from the Hindu tradition.</li> </ul>	<ul style="list-style-type: none"> <li>- Retell a story from the Jewish faith tradition.</li> <li>- Retell a story from the Muslim faith tradition.</li> <li>- Retell a story from the Sikh faith tradition.</li> <li>- Retell a story from the Hindu tradition.</li> </ul>

		<ul style="list-style-type: none"> <li>- Talk about what a promise is and why it is important to keep a promise.</li> <li>- Talk about the value of trust and what it means.</li> <li>- Explain that God came to earth as Jesus.</li> <li>- Talk about why the Bible is special to Christians and Jewish people.</li> <li>- Talk about why people are precious and special to God.</li> </ul>	<ul style="list-style-type: none"> <li>- Retell at least two parables that Jesus told.</li> <li>- Talk about how parables are special stories that have a message that teaches Christians more about God.</li> <li>- Talk about love and kindness in my own life</li> <li>- Retell at least two accounts of the miracles Jesus performed.</li> <li>- Talk about how Jesus' miracles teach Christians more about who Jesus is and why he is special.</li> <li>- Talk about peace in my own life.</li> </ul>			
<p>Expressive Arts and Design</p> <p>Topic</p>	<p>Making Fossils</p> 	<p>Constructing Vehicles</p> 	<p>Art through Science</p> 	<p>Rainforest Café</p> 	<p>Art work based on the work of Andy Goldsworthy</p> 	<p>Golden Boats</p> 
	<p>- Talk about what clay is and how it is</p>	<p>Use split pins to create wheels</p>	<p>-Create collaboratively, share ideas and use a</p>	<p>-Create collaboratively, share ideas and use a variety</p>	<p>-Construct simple structures and</p>	<p>-Construct simple structures and</p>

	<p>different to playdough. Use clay correctly to create a fossil. -Use a range of tools to create a fossil using the clay. -Draw or paint a place from observation or imagination. -Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. -Retell stories and narratives through role play and small world play, using some key vocabulary. -Talk about stories that have been read to them and retell them through role play and small world play. -Talk about the characters, events and settings in stories they have listened to, using</p>	<p>-Begin to learn how to use a range of tools and materials to create different -Designing what they are going to make. -evaluate what they have made -Construct simple structures and models using a range of materials. -Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. -Cut, tear, fold and stick a range of papers and fabrics. -Explore, build and play with a range of resources and construction kits with wheels and axles. -Retell stories and narratives through</p>	<p>variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. Name and explore a range of everyday products and begin to talk about how they are used. -Retell stories and narratives through role play and small world play, using some key vocabulary. -Talk about stories that have been read to them and retell them through role play and small world play. -Talk about the characters, events and settings in stories they have listened to, using props and materials for role play. -Use writing to communicate thoughts, ideas, experiences and events.</p>	<p>of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. -Cut, tear, fold and stick a range of papers and fabrics. -Draw or paint a place from observation or imagination. Make simple prints using a variety of tools, including print blocks and rollers. -Retell stories and narratives through role play and small world play, using some key vocabulary. -Talk about stories that have been read to them and retell them through role play and small world play. -Talk about the characters, events and settings in stories they have listened to, using props and materials for role play. -Use writing to communicate thoughts, ideas,</p>	<p>models using a range of materials. -Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. -Cut, tear, fold and stick a range of papers and fabrics. -Draw or paint a place from observation or imagination. -Retell stories and narratives through role play and small world play, using some key vocabulary. -Talk about stories that have been read to them and retell them through role play and small world play. -Talk about the characters, events and settings in</p>	<p>models using a range of materials. -Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. -Cut, tear, fold and stick a range of papers and fabrics. -Draw or paint a place from observation or imagination. Make simple prints using a variety of tools, including print blocks and rollers. -Retell stories and narratives through role play and small world play, using some key vocabulary. -Talk about stories that have been read to them and retell them through role play and small world play.</p>
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	<p>props and materials for role play.</p> <ul style="list-style-type: none"> <li>-Use writing to communicate thoughts, ideas, experiences and events.</li> <li>- Adapt and refine their work as they are constructing and making.</li> </ul>	<p>role play and small world play, using some key vocabulary.</p> <ul style="list-style-type: none"> <li>-Talk about stories that have been read to them and retell them through role play and small world play.</li> <li>-Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.</li> <li>-Use writing to communicate thoughts, ideas, experiences and events.</li> <li>-Describe what, why and how something was made and compare with others.</li> </ul>	<ul style="list-style-type: none"> <li>- Adapt and refine their work as they are constructing and making.</li> </ul>	<p>experiences and events.</p> <ul style="list-style-type: none"> <li>-Create art in different ways on a theme, to express their ideas and feelings.</li> <li>-Use primary and other coloured paint and a range of methods of application.</li> <li>-Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type.</li> </ul>	<p>stories they have listened to, using props and materials for role play.</p> <ul style="list-style-type: none"> <li>-Use writing to communicate thoughts, ideas, experiences and events.</li> <li>-Create art in different ways on a theme, to express their ideas and feelings.</li> <li>- Describe what, why and how something was made and compare with others.</li> <li>-Select appropriate tools and media to draw with.</li> <li>- Adapt and refine their work as they are constructing and making.</li> <li>-Explore artwork by famous artists and talk about their likes and dislikes.</li> <li>-Discuss similarities and differences in their own and others' work, linked to visual elements,</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.</li> <li>-Use writing to communicate thoughts, ideas, experiences and events.</li> <li>- Create art in different ways on a theme, to express their ideas and feelings.</li> <li>- Describe what, why and how something was made and compare with others.</li> <li>- Adapt and refine their work as they are constructing and making.</li> <li>-Use primary and other coloured paint and a range of methods of application.</li> <li>-Discuss similarities and differences in their own and others' work, linked to visual elements, such as</li> </ul>
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Music (Kapow)					such as colour, scale, subject matter, composition and type.	colour, scale, subject matter, composition and type.
	Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band
	<ul style="list-style-type: none"> <li>-Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</li> <li>-Listening to and following a beat using body percussion and instruments.</li> <li>-Considering whether a piece of music has a fast, moderate or slow tempo.</li> <li>-Listening to sounds and matching to the object or instrument.</li> <li>-Listening to sounds and identifying high and low pitch.</li> </ul>	<ul style="list-style-type: none"> <li>-Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</li> <li>-Exploring lyrics by suggesting appropriate actions.</li> <li>-Exploring the story behind the lyrics or music.</li> <li>-Listening to and following a beat using body percussion and instruments.</li> <li>-Listening to sounds and matching to the object or instrument.</li> <li>-Listening to and repeating a simple rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>-Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</li> <li>-Exploring lyrics by suggesting appropriate actions.</li> <li>-Exploring the story behind the lyrics or music.</li> <li>-Listening to and following a beat using body percussion and instruments.</li> <li>-Considering whether a piece of music has a fast, moderate or slow tempo.</li> <li>-Listening to sounds and identifying high and low pitch.</li> <li>-Listening to and repeating simple</li> </ul>	<ul style="list-style-type: none"> <li>-Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</li> <li>-Exploring lyrics by suggesting appropriate actions.</li> <li>-Exploring the story behind the lyrics or music.</li> <li>-Considering whether a piece of music has a fast, moderate or slow tempo.</li> <li>-Listening to sounds and matching to the object or instrument.</li> <li>-Listening to sounds and identifying high and low pitch.</li> <li>-Listening to and repeating simple lyrics.</li> <li>-Understanding that different instruments</li> </ul>	<ul style="list-style-type: none"> <li>-Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</li> <li>-Exploring lyrics by suggesting appropriate actions.</li> <li>-Listening to and following a beat using body percussion and instruments.</li> <li>-Considering whether a piece of music has a fast, moderate or slow tempo.</li> <li>-Listening to sounds and matching to the object or instrument.</li> <li>-Listening to sounds and identifying high and low pitch.</li> <li>-Understanding that different instruments make different sounds and grouping them accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring the story behind the lyrics or music.</li> <li>-Listening to and following a beat using body percussion and instruments.</li> <li>-Considering whether a piece of music has a fast, moderate or slow tempo.</li> <li>-Listening to sounds and matching to the object or instrument.</li> <li>-Listening to sounds and identifying high and low pitch.</li> <li>-Understanding that different instruments make different sounds and grouping them accordingly.</li> </ul>

	<ul style="list-style-type: none"> <li>-Listening to and repeating a simple rhythm.</li> <li>-Understanding that different instruments make different sounds and grouping them accordingly.</li> <li>-Experimenting with body percussion and vocal sounds to respond to music.</li> <li>-Experimenting with playing instruments in different ways</li> <li>-Remembering and maintaining their role within a group performance.</li> <li>-Stopping and starting playing at the right time</li> <li>-Retell stories and narratives through role play and small world play, using some key vocabulary.</li> <li>-Talk about stories that have been read to them and retell them through</li> </ul>	<ul style="list-style-type: none"> <li>-Listening to and repeating simple lyrics.</li> <li>-Understanding that different instruments make different sounds and grouping them accordingly.</li> <li>-Playing untuned percussion 'in time' with a piece of music</li> <li>-Selecting classroom objects to use as instruments.</li> <li>-Experimenting with body percussion and vocal sounds to respond to music.</li> <li>-Selecting appropriate instruments to represent action and mood.</li> <li>-Remembering and maintaining their role within a group performance</li> <li>-Using their voices to join in with well-known songs from memory</li> </ul>	<ul style="list-style-type: none"> <li>lyrics.</li> <li>-Experimenting with body percussion and vocal sounds to respond to music.</li> <li>-Using their voices to join in with well-known songs from memory</li> <li>-Moving to music with instruction to perform actions</li> <li>-Participating in performances to a small audience</li> <li>-Stopping and starting playing at the right time</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>make different sounds and grouping them accordingly.</li> <li>Experimenting with body percussion and vocal sounds to respond to music.</li> <li>-Selecting appropriate instruments to represent action and mood.</li> <li>-Experimenting with playing instruments in different ways</li> <li>-Using their voices to join in with well-known songs from memory.</li> <li>-Remembering and maintaining their role within a group performance</li> <li>-Moving to music with instruction to perform actions</li> <li>-Participating in performances to a small audience</li> <li>-Stopping and starting playing at the right time</li> </ul>	<ul style="list-style-type: none"> <li>percussion and vocal sounds to respond to music.</li> <li>-Experimenting with playing instruments in different ways</li> <li>-Using their voices to join in with well-known songs from memory.</li> <li>-Remembering and maintaining their role within a group performance</li> <li>-Moving to music with instruction to perform actions</li> <li>-Participating in performances to a small audience</li> <li>-Stopping and starting playing at the right time</li> </ul>	<ul style="list-style-type: none"> <li>-Playing untuned percussion 'in time' with a piece of music</li> <li>-Selecting classroom objects to use as instruments.</li> <li>-Selecting appropriate instruments to represent action and mood.</li> <li>-Experimenting with playing instruments in different ways</li> <li>-Using their voices to join in with well-known songs from memory.</li> <li>-Remembering and maintaining their role within a group performance</li> <li>-Participating in performances to a small audience</li> <li>-Stopping and starting playing at the right time</li> </ul>
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	role play and small world play.	-Moving to music with instruction to perform actions -Stopping and starting playing at the right time				
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