

# Amblecote Primary School Curriculum Progression

## Pre-school Skills Development Progression

The Pre- School curriculum is structured to ensure a coherent and progressive development of skills in line with the statutory aims of the Early Years Foundation Stage (EYFS). It provides a carefully sequenced pathway that enables all children to secure the knowledge, skills, and attitudes required for successful transition into Primary school education. Learning is planned to build cumulatively across the year, ensuring children revisit, consolidate, and deepen key concepts through a balance of direct teaching, guided practice, and purposeful play.

The curriculum promotes strong foundations in communication and language, personal, social and emotional development, early literacy, and mathematical understanding, recognising these as essential for future learning. Provision is underpinned by high-quality interactions, enabling environments, and well-designed routines that support the development of self-regulation, independence, and positive learning behaviours.

The curriculum is ambitious, inclusive, and designed to ensure that all children, including those who may be disadvantaged or have additional needs, are supported to know more, remember more, and do more over time. Through systematic progression and intentional planning, Pre-School establishes the secure foundations necessary for children to access the demands of Primary Education with confidence and readiness.

This document contains some of the key skills taught in Nursery (FS1)

Early Years Foundation Stage Aims:

1. All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.
2. The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.
3. The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by observing each other and through adult-guided learning.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.



### Nursery Book Spine based Topics:

Autumn 1 Good to be me!

Autumn 2 Celebrations

Spring 1 Noticing Nature Around Us

Spring 2 Once Upon a Nursery Rhyme

Summer 1 Our Community our World Growth & Change

Summer 2 Past & Present

Summer 2 / Autumn 1 (Reception Class) Transition Topic: Starting School



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal	Pre-school to Reception class School Readiness
<b>Personal, Social and Emotional Development</b>	To start to follow simple one step rule.	To start to follow simple classroom rules.	To start to show understanding of	To begin to manage their own feelings.	Begin to understand how others might be feeling.	To recognise and talk about some emotions about starting school.	<i>Develop their sense of responsibility and membership of a community</i>	<i>Self-Regulation: Can follow simple instructions, manage emotions with support.</i>
Self-Regulation	To start to show understanding of sharing.	To talk about feeling proud To start to develop a sense that not everyone likes the same things.	of sharing and making suggestions	Use words such as 'happy' 'sad' and 'angry' to describe their emotions.	To talk to others to solve a conflict.	To understand how people might show emotions.	• <i>Become more outgoing with unfamiliar people, in the safe context of their setting.</i>	<i>Independence: Can put on coat/shoes, use toilet independently.</i>
Managing Self	To start to select and use resources with support.	To begin to self-regulate during transition but may struggle.	To start to talk proudly about achievements.	To use resources more independently.	To increasingly be able to follow rules and not always need reminding.	To focus during short family activities for longer periods.	• <i>Show more confidence in social situations</i>	<i>Social Skills: Shares toys, takes turns, plays alongside peers.</i>
Building Relationships	Start to show the need to want some independence when playing.	To begin to select and use resources with less support and prompting.	To begin to show control over behaviours (waiting)	To engage with activities directed by an adult.	Can talk about how they feel using emotions vocabulary.	Starts to find simple resolutions to conflict.	• <i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</i>	<i>Confidence: Willing to try new activities and express needs verbally.</i>
	To start to know the signs of when they need to go to the toilet.	To start to show signs of waiting for turn with support.	To start to show signs of waiting for their turn.	To have a developing sense of responsibility (tidy up time)	To use resources independently and with a purpose and Seek support when Necessary.	To put on coat with some independence.	• <i>Develop appropriate ways of being assertive.</i>	
	To start to develop friendships within their family groups	To start to show signs of sharing with support.	To start to show signs of sharing.	To know and start to use simple emotions such as sad, happy, angry and be able to make suggestions on reasoning (smile, crying etc.)	To manage own basic needs with support.	To independently explore different areas within the indoor and outdoor environment.	• <i>Understand gradually how others might be feeling.</i>	
	To start to gain a sense of membership in their group	To put on a coat with some adult support.	To be dry the majority of the day.	To seek out companionship with others inviting others to play.	To know the signs of when they need to go to the toilet.	To have formed successful relationships with staff.	• <i>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</i>	
	To know the names of some of the children within their family group	To use a toilet with support and increasing independence.	To start to manage own basic needs with support.		Start to show more confidence in a new situation.	To seek support of adults when needed.	• <i>Increasingly follow rules, understanding why they are important.</i>	
	To start to have a sense of belonging to the group.	To engage with activities directed by an adult with support and encouragement.	To further develop friendships within their family groups and others.		Become more outgoing with an unfamiliar adult.	To be confident in their own class environment.	• <i>Remember rules without needing an adult to remind them.</i>	
	To be confident to speak to key worker.	To wash hands Independently.	To know the names of most of the children within their family group.		To play in a larger group.	To become more familiar with wider school staff.	• <i>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</i>	
	To enjoy playing alone or alongside others.	To start to develop friendships within their family groups.			To become a confident/outgoing member of the class.	To begin to invite others to their play, extending and elaborating ideas.	• <i>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</i>	
		Play with one or more other children.					• <i>Make healthy choices about food, drink, activity and toothbrushing</i>	
		To start to gain a					• <i>Play with one or more other children,</i>	

		<p>sense of membership in their class.</p> <p>To be confident to speak to key staff in setting.</p> <p>To enjoy playing alongside others.</p>					<p><i>extending and elaborating play ideas.</i></p> <ul style="list-style-type: none"> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Talk with others to solve conflicts</li> </ul>	
<p><b>Language and communication</b></p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>To focus for a short period of time although can be easily distracted.</p> <p>Enjoy listening to stories with pictures.</p> <p>Listen on a 1:1 basis.</p> <p>Understand use of objects/items in the classroom.</p> <p>To encourage children to know all staff name and some key children within their family group.</p> <p>Sing familiar songs.</p> <p>Say how they feel using simple words or gestures.</p> <p>To use communication in all forms with an adult.</p> <p>To use talk in small world and role-play.</p>	<p>Start to encourage good communication skills (listening and turn taking)</p> <p>To encourage understanding of simple questions.</p> <p>Listen on a 1:1 basis and more confidently in a group.</p> <p>Can shift from one task to another by obtaining their attention.</p> <p>To be encouraged to pronounce key sounds correctly</p> <p>To encourage questioning skills Use and understand action words.</p> <p>Start to develop a larger repertoire of songs and rhymes.</p> <p>Talk to an adult but may flit from one thing to another.</p>	<p>To focus for longer periods of time.</p> <p>To understand Simple questions.</p> <p>Join in with Repeated refrains.</p> <p>To pay attention although still may find difficult on more than one thing.</p> <p>Shows Understanding of prepositions (such as under, on top, behind)</p>	<p>Listen and follow stories with no words and can join in with conversation.</p> <p>Enjoy listening to stories of greater length.</p> <p>To follow a simple, short instructions.</p> <p>Start to use correct pronouns (he, she, me, him, her etc.)</p> <p>Use longer sentences of 4 or more words.</p> <p>Retell a simple past event in the correct order.</p>	<p>Enjoy listening to stories of greater length and can join in with some story discussion.</p> <p>Recall simple events within a simple story.</p> <p>Gain a greater understanding of 'why' and 'how' based questions.</p> <p>To be able to express a point of view.</p> <p>To start a conversation with an adult or friend.</p> <p>Start to use talk to organise their play.</p> <p>Can answer simple why based questions.</p>	<p>Recall much of what happens in a story.</p> <p>To start to understand why listening is important.</p> <p>To be able to follow simple directions or instruction with two parts.</p> <p>To sustain attention for increasing lengths of time.</p> <p>To talk in front of a small familiar group expressing their point of view.</p> <p>To talk to class teacher and other adults with many turns.</p> <p>To learn new key vocabulary and repeat refrains from texts.</p> <p>Be able to sing a large repertoire of songs and rhymes</p> <p>Link up to six words.</p> <p>Use 'because' 'or' 'and' when speaking.</p> <p>To use talk to organise themselves in their play.</p>	<p><i>Enjoy listening to longer stories and can</i></p>	<p><i>Opportunities to speak to new class teacher.</i></p>

							<p>remember much of what happens.</p> <ul style="list-style-type: none"> <li>• Pay attention to more than one thing at a time.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> <li>• Use longer sentences of four to six words.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>	<p><i>Listening &amp; Attention: Listens to short stories, responds to questions.</i></p> <p><i>Understanding: Follows 2-step instructions (e.g., "Put your book away and sit down").</i></p> <p><i>Speaking: Uses sentences of 4–6 words, asks questions, retells simple events.</i></p>
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<p><b>Physical Development</b></p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</p>	<p>To start to be able to kick a large ball.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>To build using large bricks and blocks through play.</p> <p>To use a range of resources on offer.</p> <p>To run and jump Confidently.</p> <p>To hold mark making tools with thumb and all fingers.</p> <p>To make marks using straight lines.</p> <p>To develop their manipulation and control exploring materials and tools.</p>	<p>To be able to throw a large ball.</p> <p>To be able to move and make shapes using different body parts.</p> <p>To develop confidence at climbing and balancing.</p> <p>To show greater independence at using cutlery (including spoon) when eating.</p> <p>Begin to show a preference for a dominant hand.</p> <p>To use materials such as play-doh to create models.</p>	<p>To start to be able to catch a large ball/object with Support.</p> <p>To run and jump with increased spatial awareness.</p> <p>To sit comfortably and use scissors to make simple nips in paper with support.</p> <p>To make marks using straight, vertical and circular lines.</p>	<p>To start to be able to catch a large ball/object with greater independence.</p> <p>To be able to create artwork with large paint brushes.</p> <p>To use large-muscle movements to use equipment and make marks.</p> <p>To develop skills such as balancing on one leg, hop, skip and jumping.</p> <p>To sit comfortably and use scissors to make simple nips in paper.</p> <p>To show greater independence at using cutlery (knife and fork) when eating.</p> <p>To start to show a comfortable grip when holding pens and pencils.</p> <p>To make marks using cross movements.</p>	<p>To build using smaller bricks and blocks through play and collaborate with others.</p> <p>To be able to tear and rip paper.</p> <p>To be able to sit comfortably on a chair.</p> <p>To make sequences and patterns of movements which are related to rhythm and music.</p> <p>To start to pour drinks independently.</p> <p>To run and negotiate space adjusting speed and direction.</p> <p>To sit comfortably and use scissors to cut out simple shapes with increasing independence, holding paper with their hands.</p> <p>To start to show a comfortable grip when holding pens and pencils with increasing control.</p> <p>To have a preference of a dominant hand.</p>	<p>To understand the importance of turn taking in simple games.</p> <p>Continues to develop movement in balancing, riding and ball skills.</p> <p>To pour a drink Independently.</p> <p>To be secure in the use of their dominant hand when mark making.</p> <p>To mark make using different shapes with support.</p> <p>To have a comfortable grip with increasing control.</p> <p>To use a knife and fork to eat a range of meals with support but with increasing independence.</p>	<p><i>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</i></p> <ul style="list-style-type: none"> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Start to eat independently and learning how to use a knife and fork.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<p>Opportunity to visit outdoor area in Reception – look at Reception climbing opportunities.</p>

<p><b>Literacy</b></p> <p>Comprehension</p> <p>Word Reading</p> <p>Writing</p>	<p>To listen to stories in a small family group.</p> <p>To repeat actions and words in familiar stories and rhymes.</p> <p>Start to understand that print has meaning.</p> <p>To start to recognise print has meaning (i.e. logos, signs in environment)</p> <p>To start to distinguish between the different marks they make.</p> <p>To make marks on paper, on screen or using equipment.</p>	<p>To listen and join in with stories in small family groups.</p> <p>To start to independently look at print and books in the environment.</p> <p>Start to understand the concept of page sequencing.</p> <p>To independently look at book, holding them the correct way and turning pages.</p> <p>Start to understand print can different purposes.</p> <p>To recognise familiar words such as their name.</p> <p>To begin to recognise words with the same initial sound such as 'money' and 'mother'.</p> <p>To start to use mark making as part of their play.</p> <p>To ascribe meaning to marks, symbols and words that they see in their environment or make themselves (drawing/painting).</p> <p>To identify the initial letter of their own name.</p>	<p>To anticipate key events or phrases in stories and rhymes.</p> <p>Start to understand the concept that we read English text from left to right.</p> <p>Start to understand the concept that we read English text from top to bottom.</p> <p>To start to use repeated refrains in familiar stories.</p> <p>To begin to develop their phonological awareness by spotting and suggesting rhymes.</p> <p>To show signs of early writing, mark making from left to right Using shapes, lines, curves or letter-type shapes to convey meaning.</p> <p>To start to write initial letter of their first name.</p>	<p>Engage in conversations about stories, rhymes and songs.</p> <p>To start to tell own simple stories.</p> <p>Start to understand the parts of a book.</p> <p>To begin to develop their phonological awareness by counting or clapping syllables.</p> <p>To begin to use letter-type shapes to represent the sounds of their name and familiar words</p>	<p>To talk about key events within a story.</p> <p>To talk about characters in a story.</p> <p>Suggest how a simple story might end.</p> <p>To be able to repeat the initial phoneme they Hear.</p> <p>To say the initial sound they hear in words.</p> <p>To use some of their print/letter knowledge in early writing through play (i.e. shopping list, or 'm' for mummy)</p>	<p>To use pictures to tell simple stories.</p> <p>To sequence familiar stories using pictures.</p> <p>To hear the initial sounds in simple cvc words (cat, dog)</p> <p>To orally be able to blend simple CVC words (cat, dog)</p> <p>To write some or all of their first name.</p> <p>Write some letters accurately.</p>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<p>opportunity to share writing with new class teacher.</p>
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							<ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>• Write some or all of their name.</li> </ul>	
<b>Mathematics</b>	<p>Begins to say some numbers in order.</p> <p>To begin to notice numerals in the environment.</p> <p>Develop recognition of up to 3 items.</p> <p>Use number names in play.</p> <p>Children explore shape and pattern through their independent play.</p> <p>Use manipulatives to explore shape and pattern.</p> <p>To use shapes and objects through play.</p> <p>Chooses items based on their shape as required by the child for their purpose.</p>	<p>To begin to count on their fingers through song and rhyme.</p> <p>To begin to compare and recognise changes in numbers of things –more/less.</p> <p>Recite to 5.</p> <p>Uses number names increasingly in play.</p> <p>To fit simple puzzles together.</p> <p>Recognise that two objects have the same shape.</p> <p>Joins in with number counting songs(which count up and down)</p> <p>Compare simple sizes (big, small)</p> <p>Recognise some basic simple shapes in the environment (square, triangle)</p> <p>Responds to informal and</p>	<p>Recite to 5 and say one number for each number 1, 2, 3, 4, 5.</p> <p>Subitise up to 3 Objects without Counting.</p> <p>Demonstrates knowledge of number by independent use of number songs and rhymes.</p> <p>Finds the longer/shorter of two lengths in play.</p> <p>Demonstrate some use of positional language in play.</p> <p>Talk using informal and mathematical language (such as sides, corners, straight, flat, round etc.)</p>	<p>Knows that the last number of objects counted is the number of objects – 5 (cardinal principle)</p> <p>Explore using a range of their marks and signs to ascribe meaning.</p> <p>Is able to anticipate what number is next in the context of one more and one less using songs/rhymes.</p> <p>Finds the heavier / lighter of two objects.</p> <p>Enjoys combining shapes to make new ones (2D / 3D)</p> <p>To attempt to create arches, enclosures when building with blocks.</p>	<p>To link numerals with amounts 1-4.</p> <p>Recognise numerals of personal significance.</p> <p>To say which group has more.</p> <p>To say which group has less.</p> <p>Finds the more/less full of two objects in capacity.</p> <p>Creates own spatial patterns showing some organisation and regularity.</p>	<p>Recites numbers accurately to 5 and beyond.</p> <p>Counts correctly using small objects correctly using 1:1 correspondence to 5.</p> <p>Use marks to represent/record numbers that may have a mathematical meaning.</p> <p>To use language 'more than/less than'.</p> <p>To recognise numerals up to 5 and begin to recognise to 10.</p> <p>To start to solve real world mathematical problems (i.e. 4 children but only 3 chairs)</p> <p>Explores and adds simple linear patterns of two or three repeating items/objects.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <ul style="list-style-type: none"> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> </ul>	

		formal language and common shape names.						
<b>Understanding of the world</b>	To begin to understand their own life story.	Start to show an interest in the lives of people around them.	To develop sense of self and develop positive attitudes about the differences between people in the class.	To develop a wider interest in different occupations.	To know how I have changed and are changing.	To know about my own life-story.	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> </ul>	<p><i>opportunity to visit new areas of their new classroom/toilets etc.</i></p> <p><i>Opportunities to play with children within their new class.</i></p> <p><i>Opportunity to meet new classmates joining our Reception.</i></p>
Past and Present	Start to show an interest in the people around them (Teacher, TA, Play Practitioner.	To continue to develop sense of self and develop positive attitudes about the differences between people in the class.	Talk about what they see and hear using a wider range of vocabulary.	To explore people in our community that help us.	To identify similarities and differences between themselves, their families and their peers.	To be confident in being in school.		
People, Culture and Communities	Use all senses for exploration through play.	To show understanding of how we and others celebrate (Birthday, Christmas etc.)	Can use an ipad (or similar) to take a photograph.	To show interest of how we can show care and concern for each other.	Plant seeds and show care for growing plants.	developing new friendships.		
The Natural World	Explore properties of materials.	Explore materials with similar and different properties.	Draw information from a simple map.	To know where the school is and what is close by.	To understand the key features of a life cycle.	To know about family structures and talk about who is part of their family.		
	Have access to everyday technology.	Have opportunities to explore natural materials during play.	Talk about why things happen and how things work.	To know that there are many countries around the world.	Talk about growth and decay and changes over time.	To ask questions about the natural environment.		
		Know how to operate simple equipment (such as a ipad screen)	Knows that information can be retrieved from digital devices such as the internet.	Draw information from a simple map.	Knows that information can be retrieved from digital devices such as the internet.	To respect and care for the natural environment.		
				Talk about why things happen and how things work.		To show an interest in technological toys such as IWB, toys with knobs, pulleys and buttons.		
				Knows that information can be retrieved from digital devices such as the internet.				
				To learn about esafety ( Whole School - esfaety week)				
<b>Expressive arts and Design.</b>	To name colours with support.	To explore using a range of colours.	To sing songs familiar to them.	To select tools, materials and colours for a purpose.	To explore colour mixing to make secondary colours when painting.	To independently create simple representations of people and objects.	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and</li> </ul>	<p><i>opportunity to create artwork for their new classroom.</i></p>
Creating with Materials	To use glue sticks with support.	To explore painting with various brushes, sponges and fingers with support.	To listen with increased attention to sounds.	To create portraits of their family.	To experiment with different instruments and their sounds learning how sounds can change.	To explore different techniques for joining materials (Glue Stick)		
	To take part in simple pretend play.	To respond to music physically.	Sing songs independently	To perform songs as a group/class within a		To start to make up		
	Use an object to							

<p>Being Imaginative and Expressive</p>	<p>represent something else (i.e. a play brick for a phone)</p> <p>Join in with simple songs that are familiar.</p>	<p>To explore different sounds made by sound makers.</p> <p>To be confident in taking part in action songs.</p> <p>To perform songs as a group.</p> <p>To create a self-portrait.</p>	<p>through play.</p> <p>Respond to music with movement.</p> <p>Exploring moving in a range of ways.</p>	<p>performance.</p>		<p>their own songs and rhymes .</p> <p>To say whether they like or dislike a piece of music .</p> <p>To play instruments with increasing control.</p>	<p>construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour- mixing.</p> <p>• Listen with increased attention to sounds.</p> <p>• Respond to what they have heard, expressing their thoughts and feelings.</p> <p>• Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match').</p> <p>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>• Create their own songs, or improvise a song around one they know.</p> <p>• Play instruments with increasing control to express their feelings and ideas.</p>	
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