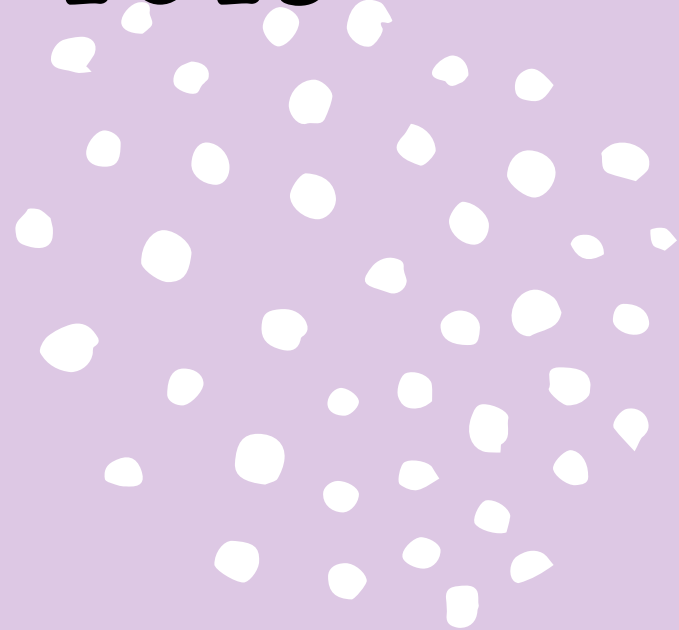


Seaton Sluice First
School



EYFS LONG TERM PLANNING 2024-2025



EYFS Curriculum

Our Vision

Our curriculum is designed in a sequential way to ensure progress towards our end of year curricular goals. At Seaton Sluice First School our curriculum incorporates everything we want the children to experience, learn and be able to do. It meets all the requirements of the educational programmes in the statutory framework for the Early Years Foundation Stage (EYFS) and has the flexibility to allow us to respond quickly to children's needs. The intent for our children is for them to enter the next stage of their education ready to tackle new challenges with confidence and a positive mindset.

Our vision is to create happy, curious, lifelong learners with a curriculum led through stories.

We believe in the importance of play in early childhood development. Through well-planned play and structured activities, both indoors and outside, children can inquire and develop a range of skills that will help them move through life and school.

Our exciting story-based curriculum promotes creativity, independence, and a lifelong love for reading and learning. Working with our families; together to give all children the best start in life. We understand that interactions, language, and a stimulating environment are crucial for children's development. Our curriculum focuses on expectations and routines, experiential (play) learning, and deliberate (enhanced) learning, ensuring a high-quality, broad, and balanced educational experience for all children in our community.

Our Learning Umbrella

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	Love makes a Family Ferdie and the Falling Leaves	The Secret Birthday Message The First Christmas	Here comes Jack Frost Handa's Surprise	Mr Wolf's Pancakes The Three Little Pigs		
Possible lines of enquiry??	Seasonal change-Autumn All about me & my family Starting school Rules & routines	Festivals & Celebrations Family and culture Christmas	Seasonal change- Winter Changes-Hot and cold environments Weather Animals in hot and cold places	Seasonal change - Spring Healthy Me - Food and lifestyle Growing and changing Oral health People in our community	New Life Plants & Life Cycles Habitats Local area	Seasonal change - Summer Hot environments Animals (British Wildlife)
Celebrations, Experiences	Halloween Autumn walk Harvest festival	Bonfire Night Guyfawkes Diwali Christmas Road Safety Week Children in Need dress up day Remembrance Day Christmas performance Christmas Party	Lunar New Year Valentine's day	Forest school Pancake Tuesday World Books Day Science Week Holi Easter	Incredible eggs Forest School	Transition to Yr 1 Sports Day Parent meetings Forest School Visit??
Opportunities for parental involvement	New children-parent and child visits (July) Phonics meeting	Christmas Stay & play Christmas performance	Bedtime story event			

Communication and Language Development

Long Term Plan



The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery roots to build on	Curricular goals achieved in Nursery??					
Listening skills	Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound.	Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment.	Listen attentively in a range of situations and know how to listen carefully e.g. understand they need to look at who is talking to them and think about what they are saying.	Understands why listening is important	Listen to and understand instructions about what they are doing, whilst busy with another task	Listen attentively and respond to what they hear with relevant questions, comments, or actions.
Attention Skills	Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.	Beginning to know that maintaining attention in new situations e.g. whole school assembly or PE sessions in the hall is important. Shift attention when required e.g. when given a clear prompt - 'name	Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom	Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.	Listen and continue with an activity for a short time.	Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed.

Communication and Language Development Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Respond Skills	Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'Everybody. Stop & listen.'	Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences. Ask questions to find out more and to check they understand what has been said to them. Respond to others appropriately in play. Engage in story times. Engage in non-fiction book	Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play.	Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer 'what', 'where', 'when', and 'what could we do next' questions	Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses words specifically to make meaning clear E.g. "I didn't want my yellow gloves; I wanted the spotty ones that match my hat"
Understanding Skills	Follow 1 step instructions e.g. put bookbag in drawer. Understand 'why' questions	Follow instructions with 2 parts in familiar situations.	Consider the listener and takes turns to listen and speak in different contexts	Listen to and understand instructions about what they are doing, whilst busy with another task.	Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand 'how', 'why' and 'where' questions.	Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories, and give examples from each category E.g. Animals, Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them E.g. Soon, early, and late; square, triangle and circle; soft, hard, and smooth.

Communication and Language Development Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speaking Skills	Use sentences of 4-6 words. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs Begin to use social phrases e.g. 'Good Morning!' Use talk to organise themselves and their play.	Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. Use simple conjunctions in talk to link thoughts 'and' 'because'. Retell a past simple event e.g. how scratched knee' Recognise words that rhyme or sound similar E.g. "Cat and hat Develop social phrases – "Good morning, how are you?"	Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Describe events that happen in their day.	Listen and continue with an activity for a short time	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Describe an event in the correct order and some detail. Give some details that they know are important and will influence the listener E.g. "Ahmed fell over that stone, Javid didn't push him". Express ideas about feelings and experiences. Articulate their ideas in a sentences. Show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?"	Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well formed sentences of 8 words or more in length with some detail. E.g. "I made a big round pizza with tomato, cheese and ham on top" Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'because', 'so', 'could' E.g. "I can have a biscuit if I eat all my dinner"
Ongoing throughout the year	Learn new vocabulary Use new vocabulary in different contexts Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs.					
The Reception year provides the roots for many skills the children will build upon in Year 1	In Y1-6 children continue to build on the oral language skills developed in the early years foundation stage. Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Teachers will pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole. National Curriculum, 2014					

Personal Social and Emotional Development

Long Term Plan



Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Roots						
<u>Self Regulation</u> Express Feelings	Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'.	Can show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Can identify how they are feeling on the zones of regulation board. Beginning to express their feelings and consider the perspectives of others.	Can show pride in achievements by showing work to others. Can make choices and communicate what they need.	Can name people in school they can turn to if they help or are worried. Understand how to use the 'zones of regulation' and 'calm corner' to help with big feelings.	Initiate an apology where appropriate. Beginning to know that others may respond in different ways to them.	Understands some strategies to deal with anger and frustration. Able to identify and moderate own feelings. Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others
<u>Self Regulation</u> Manage Behaviour	Welcome distractions when upset. Understand behavioural expectations of the setting. Beginning to understand why rules are important.	Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.	Understand behavioural expectations of the setting.	Understand why listening is important and attend to other people both familiar and unfamiliar.	Can follow instructions, requests, and ideas in a range of situations.	Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress.

Personal Social and Emotional Development Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Manage Self</u> Self Awareness, keeping healthy	Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour.	Can talk about what they are doing and why.	Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly.	Happy to stand up in front of the class and share achievements with others Know and talk about the different factors that support their overall health and wellbeing: regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine	Can talk about their own abilities positively.	See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms.
<u>Managing Self</u> Independence	Can independently organise themselves in the morning e.g., bookbag in box, coat on peg, water bottle in the crate, name card on board. Can manage their own personal hygiene e.g., toileting. Can follow 1 step instruction.	Can independently choose areas they would like to play in or resources they would like to use. Can say when they need help. With some support can get dressed and undressed for PE sessions. Can follow instructions with 2 parts.	Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet	Can get dressed and undressed for forest school sessions. Begin to show persistence when faced with challenges Knows how to be a safe pedestrian. Can talk about healthy and unhealthy foods	Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road safety. Can follow directions with 3 parts.	Can seek out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy
<u>Managing Self</u> Collaboration	Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards.	Begin to share and take turns.	Consider the listener and takes turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.	Knows it is important to work together to look after our classroom resources and our school. Can keep play going by cooperating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.	Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.	Can take account of the ideas of others about how to organise and activity. Can show sensitivity to others' needs and feelings

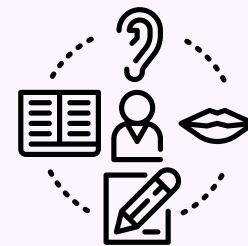
Personal Social and Emotional Development

Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Building Relationships</u> Social Skills	Build constructive and respectful relationships. Engage in positive interactions with adults and peers. Play alongside one or more children.	Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help.	Seek others to share activities and experiences	Use language to negotiate, play and organise	Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration	Can resolve conflict and able to compromise. Take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.
<u>Building Relationships</u> Communication	All areas are interconnected, personal, social and emotional skills are developed throughout the year through adult modelling and guidance. Children will develop many accepts of communication including using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.					
Year 1 coverage You, Me, PSHE	You,Me, PSHE Physical health & wellbeing	You,Me, PSHE Keeping safe and managing risk (Feeling safe)	You,Me, PSHE Identity, society and equality (You, me and others)	You,Me, PSHE Drug, alcohol and tobacco education What do we put into our bodies?	You,Me, PSHE Mental health and emotional wellbeing Feelings	You,Me, PSHE Careers, financial capability and economic wellbeing My money

Literacy Long Term Plan



It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Roots						
Comprehension Skill Development	Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g. own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud	Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and nonrhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a well known story with support.	Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme.	Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.

Literacy Long Term Plan



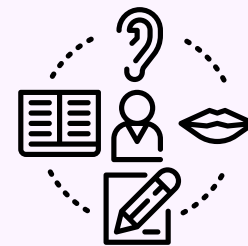
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word Reading Development	Hear general sound discrimination and be able to orally blend and segment.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the Little Wandle phonic programme	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the Little Wandle phonic programme.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
Phonics Development	Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.					

Literacy Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Emergent Writing Development	Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.	Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.	Use appropriate letters for initial sounds.	Build words using known letter-sound correspondences in own writing.	Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.	Show awareness of the different audience for writing. Write short sentences with words with known letter sound correspondences sometimes using a capital letter and full stop.
Compositional skills	Use talk to organise describe events and experiences.	Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.	Orally compose a simple sentence and hold it in memory before attempting to write it.	Orally compose a simple sentence/caption and hold it in memory before attempting to write it.	Write a simple sentence/caption which may include a full stop.	Write a simple narrative in short sentences with known letter-sound correspondences may include a capital letter and full stop.
Spelling Development	Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory	Orally spell VC and CVC words by identifying the sounds. Write own name.	Spell to write VC and CVC words independently using Phase 2 graphemes.	Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.	Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.	Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently

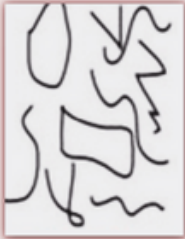
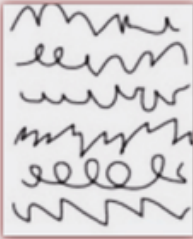
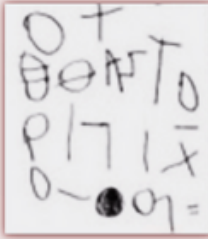
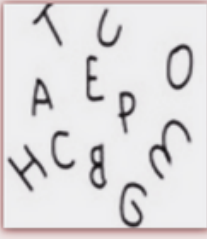
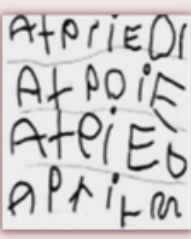
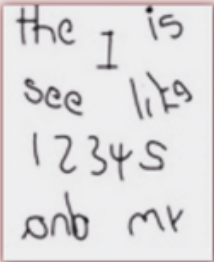
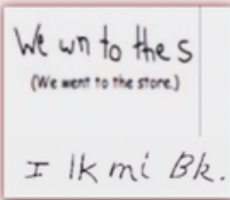
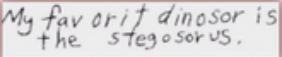
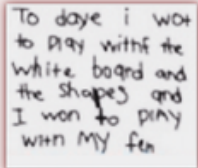
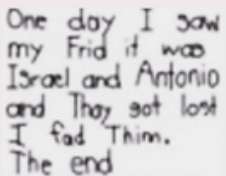
Literacy Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting Development	Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Form letters from their name correctly. Recognise that after a word there is a space.	Show a dominant hand. Write from left to right and top to bottom. Begin to form some recognisable letters.	Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words	Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly
Helicopter Story Development	Adults scribing and writing down word for word, child decides part he/she would like to play and then act out the story on a simple stage.	Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.	Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.	More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.	Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.	Child confident to write a simple short story. May still need a phonics mat to support.
Y1 Little Wandle Phonics coverage	Phonics Phase 3/4	Phonics Phase 4/5	Phonics Phase 5	Phonics Phase 5	Phonics Phase 5	Phonics Phase 6

Literacy Long Term Plan



Typical Writing Progression	Pre-Writing			Letter Strings		
	Pictures	Random Scribble	Scribble Writing	Symbols	Random Letters	Letter Strings
	Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Symbols that represent letters	Letters have no relationship	Letter strings move from L to R and move down the page
						
	Environmental Print	Letter Name Stage	Early Developmental Spelling	Syllables Represented	Inventive Spelling	Transitional Spelling
	Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words	Vowel sounds appear Evidence of tricky words	A child hears beginning, middle and end sounds.	Whole sentence writing develops, spaces in between words	Multiple related sentences with many words spelled correctly, punctuation evident.
						

Physical Development Long Term Plan



Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

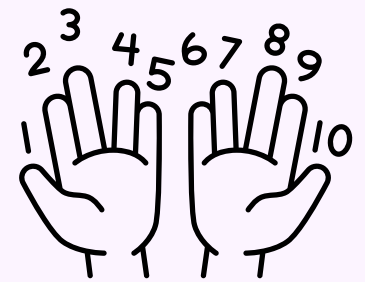
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Roots						
Through access to continuous provision the children will develop their gross motors and fine motor skills. They will..	- develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, games and ball skills. - develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. - use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - develop overall body-strength, balance, co-ordination, and agility. - take part in interventions such as 'Dough disco', 'Squiggle whilst you Wiggle' and 'OT guided programmes. - develop the foundations of a handwriting style which is fast, accurate and efficient					
Non-Statutory Development Matters (2021) Guidance	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Physical Development Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Get Set 4 PE focus	Introduction to P.E: Learn basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping, skipping	Fundamentals	Ball skills	Gymnastics	Dance	Games
Fine Motor Development	Fine motor skills are the small movements used for control and precision during activities. It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g. Dough disco, Squiggle whilst you wiggle, threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome.					
Y1 PE Expectations	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.					

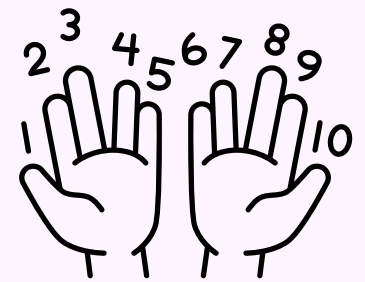
Mathematical Development Long Term Plan



Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to 6 Guidance on physical activity from the Chief Medical Officer is available at: <https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>. 11 adults and peers about what they notice and not be afraid to make mistakes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Roots						
Ongoing Mathematical Skill Development throughout the year	- Daily self registration using ten frames. - Book of the day vote - Comparing amounts - Days of the week song, visual timetable - Daily calendar - time					
Ongoing revisits	Count objects, actions, and sounds. subitising	Composition of number to 5 Perceptual subitising to 5 Automatic recall of number bonds to 5	Composition of numbers to 8 Conceptual subitising Automatic recall of number bonds to 8	Composition of numbers to 10 Conceptual subitising Automatic recall of number bonds to 10	Composition of numbers to 10 Conceptual subitising Automatic recall of number bonds to 10	Composition of numbers to 10 Conceptual subitising Automatic recall of number bonds to 10

Mathematical Development Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Master the Curriculum Coverage	Matching, sorting and comparing collections Comparing size, mass, capacity Copy, continue and create simple patterns	Find and representing 1,2,3,4,5 Subitise 1,2,3,4,5 Composition of 1,2,3,4,5 One more, one less Number formation 1,2,3,4,5 Shape-Circle, triangle, rectangles, pentagon Position & time	Introduce zero Subitise 0 to 5 Represent & composition 0 to 5 1 more & 1 less Conceptual subitising to 5 Mass Capacity Find, represent, composition of 6,7, 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups	Length, height Time Find, represent, compare 9&10 Conceptual subitising to 10 1 more, 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find and make a double) Explore even and odd 2D & 3D shapes Complex patterns	Build numbers beyond 10 (10 -20) Continue patterns beyond 10 (10-20) Verbal counting beyond 20 Verbal counting patterns Adding more Taking away Explore, manipulate & rotate shapes Compose & decompose shapes	Sharing & grouping Even & odd sharing Doubles Visualise, build & map Patterns and relationships
Yr1 Expectations	The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools]. At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.					

Understanding the World Long Term Plan



Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery roots	Geography		History		Science	
Chronology skill development	Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past.					
	Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them.	Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.	Visually represent their own day on a timeline	Talk about and understand changes in their own lifetime, by creating a personal timeline.	Order personal experiences, e.g., recount an educational visit or stories.	Order experiences in relation to themselves and others, including stories.
Enquiry skill Development	Know that you can find out information from different sources e.g. internet, books.	Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.	Use technology to make observations or find information about different locations and places. Recognise, know, and describe features of hot and cold places. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - water to ice.	Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Identify features of growth and change.	Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community and where they work e.g., police, fire service, doctors, dentist.	Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.

Understanding the World Long Term Plan



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

NCC RE Syllabus

Children will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. Children will be encouraged to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. The teaching of RE sits very firmly within the areas of personal, social and emotional development and understanding the world. Through the questions below the children will talk about similarities and differences between themselves and others, among families, communities and traditions. They will begin to know about their own cultures and beliefs and those of other people. They explore, observe and find out about places and objects that matter in different cultures and beliefs

Being Special Where do we belong?

This unit plan focuses on Christianity, Hinduism and Islam. Teachers should use their professional judgement when deciding whether to teach about other religions alongside of these or instead of them when delivering this scheme of work to their own classes. Please bear in mind that families who do not follow a religious tradition also welcome new babies and children can look at ways in which this happens, including non-religious naming ceremonies.

Which places are special and why?

This unit mainly focuses on Christians and Muslims, with opportunities to explore Jewish and Hindu places of worship too. Teachers may wish to teach about other religions alongside or instead of these when delivering this scheme of work to their own classes. During a visit or virtual tour of a place of worship, pupils may have the opportunity to see religious items that they have learnt about in previous units (such as holy books or objects linked with religious festivals).

Which stories are special and why?

This unit focuses on stories from Christianity, Islam and Judaism. There are strong links between this unit and English. Whether or not this unit is the first one to be studied in Reception/F2, the opening activities make a good basis for the start of children's RE in this year group. Teachers may wish to teach them near the start of the school year, even if the rest of this unit is left until a later date.

Understanding the World

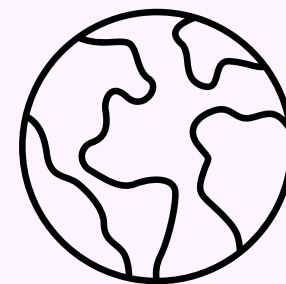
Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Respect skill development	Respect special things in their own lives	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some environments that are different to the one in which they live.	Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects - through nonfiction texts, stories, visitors, celebrations.	Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects - through nonfiction texts, stories, visitors, celebrations. Describe special events (Easter)	Understand that some places are special to members of their community.	Recognise some environments that are different to the one in which they live - Hot countries. Animals and know how to care for an animal/pets
Mapping skill development	Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps and read commons signs and logos.	Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc	Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Recognise some environments that are different to the one in which they live e.g. Google Earth, Maps	Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps.	Draw information from a simple map and identify landmarks of our local area walk.	Create own maps using grid paper and symbols (x marks the spot treasure maps)

Understanding the World

Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scientific knowledge development	Seasonal Changes – Know the name of the current season. Know the order of the four seasons. Describe how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn. Know and describe the seasonal weather.	Materials – Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Know some simple properties of materials. Know how we can sort objects into groups based on their material. Know what materials can be recycled.	Animals- Know the correct basic scientific vocabulary to describe parts of animals. Know what animals need to survive in hot and cold conditions. Know and explain where a range of animals live e.g. talk about animals which live in hot and cold places (while looking at Arctic/Antarctic)/Africa) Describe hot and cold habitats.	Seasonal Changes - Spring Revisit of objectives from Autumn 1. Humans - Know about the life cycle of a human and can talk about how I have changed since I was a baby. Know that there are similarities and differences between others and myself. Know the name of some parts of the body that can be seen. Know how to keep their bodies healthy, e.g., eating healthy food, exercising, screen-time, oral health. Know the names of body parts. Know humans have five senses.	Know the correct basic scientific vocabulary to describe parts of plants. Know what plants need to survive and grow healthily. Know that plants need water, soil and sun to grow. Name some common plants. Know where some plants grow. Know that plants grow from a seed. Make close observations of plants in the natural world. Understand through books and observations that plants change and explain what a lifecycle is. Know and be able to explain a simple lifecycle, E.g., sunflower.	Animals (British Wildlife) Revisit of objectives from Spring 1. + Know and explain where a range of animals live e.g. talk about animals which live in our community e.g. talk about wildlife in Britain. Describing habitats and some microhabitats (animal homes). Make close observations of animals in the natural world. Make comparisons and identify similarities and differences. Understand through books and observations how animals change and grow.

Understanding the World Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing communication skill development	Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.					
Ongoing observational skill development	Explore the natural world around them by taking part in weekly forest school sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.					
Growing knowledge in KS1	Knowledge and skills developed in KS1 History Curriculum - To develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] - Significant historical events, people and places in their own locality		Knowledge and skills developed in yr 1 Geography Curriculum - To develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: Locational knowledge - Name and locate the world's seven continents and five oceans - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		Knowledge and skills developed in yr 1 Science Curriculum The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos. 'Working scientifically' is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.	

Expressive Art and Design

Long Term Plan



The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery roots						
Expressive art	Children will learn to sing and perform a range of songs and rhymes. In addition, to daily experiences and opportunities offered the children will learn songs and rhymes from 'The Poetry Basket' throughout the year.					
Poetry Basket	Chop, Chop Wise Old Owl Falling Apples A Basket of Apples Leaves are Falling Breezy Weather	Pointy Hat Five Little Pumpkins I'm a Little Elf In my Christmas Den Out of the corner of my eye Robin is my name Whether the weather	Popcorn A little house Let's put on our mittens I can build a snowman Carrot Nose	Pancakes Spring Wind Furry furry squirrel Hungry Birdies A Little Seed Mrs Bluebird	I have a little frog Five little peas Sliced Bread Dance Pitter patter A Little Shell	The Fox Monkey Babies Thunderstorm Five Little Owls If I were so very small Under a stone
Musical Development (Charanga)	Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. We will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and responses. Children will explore and engage in music making and dance, performing solo or in groups. In addition to the daily experiences and opportunities offered in EYFS the children will have specific musical development sessions using Charanga.					
	ME! Pat-a-cake 1, 2, 3, 4, 5, Once I Caught... This Old Man Five Little Ducks Name Song Things For Fingers	MY STORIES! I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	EVERYONE! Wind The Bobbin Up Rock-a-bye Baby Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	OUR WORLD Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	BIG BEAR FUNK! a transition unit that prepares children for their musical learning in Year 1	Reflect, Rewind & Replay Listen and Appraise Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place

Expressive Art and Design

Long Term Plan



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Artist Studies

Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.

Todd Parr

Yayoi Kusama
Piet Mondrian, Wassily
Kandinsky

Yves Klein
Joan Miro

Andy Goldsworthy
Eric Carle

Vincent Van Gogh

Henri Matisse

Creative Art

Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition specific skills and/or experiences will be planned (see below).

Mark making/Drawing

Understand how to grip a pencil
comfortably and explore making
marks, creating lines and circles.

Give meaning to marks made

Skill: observational drawing -
Pumpkins

Understand how to create
closed shapes with continuous
lines, and begin to use these
shapes to represent objects.

Skill: show different emotions in
their drawing e.g. happiness,
sadness.

Draw with increasing complexity
and detail, such as representing
a face with a circle and including
details.

Skill: Observational drawing -
Daffodils

Skill: observational drawing -
Sunflowers Show accuracy and
care in their drawing.

Skill: produce more detailed work
and say what they have included.

Expressive Art and Design

Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Colour	Experience: explore colours and how colours can be changed. Identify light and dark colours.	Knowledge: recognise and name colours.	Skill: to be able to create a wash background and combining colour in the style of Joan Miró.	Skill: colours in nature and how they can be applied to art in the style of Andy Goldsworthy.	Skill: exploring shades of colour and how to make different shades	Skill: to be able to choose a particular colour for a purpose.
Painting	In the style of Todd Parr Bright / bold colours	Skill/Knowledge: Only using one colour to create in the style of Yves Klein	Experience: explore different paint types - watercolour, powder paint, acrylic, ready mix paint.	Skill: mix paints to make new colours following instructions.	Experience: explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types.	Skill: paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved.
Printing	Skill: printing with hands, feet and fingers.	Skill: printing with sponges and rollers, shapes. Inspiration Mondrian (primary colours) & Kandinsky (shapes)	Skill: printing with natural objects/food e.g. leaves, pine cones	Skill: printing simple repeating patterns. Recognise patterns in the environment	Skill: symmetrical printing - butterflies as inspiration	Skill: to be able to create using own ideas and explain the choices.
Textiles/materials	Understanding: how different materials/textures feel and explore freely e.g. malleable, fabrics, natural.	Skill: Junk modelling with different materials. Junk modelling will continue to be offered in continuous provision.	Knowledge: understand the purpose of different textiles/materials. e.g. winter clothing.	Skill: Collage using Eric Carle as inspiration Skill: follow instructions to make own play dough.	Skill: Weaving (natural and manmade materials)	Skill: Sewing using a pre running stitch with natural resources..
3D Work	Understanding: to know what transient art is. Transient art will continued to be offered in continuous provision.	Skills: to use simple joins when using different materials to create 3D work, e.g. sellotape, masking tape, stick glue.	Skill: creating work to celebrate special days e.g. decorations (paper chains, bunting) for lunar new year, valentine's Day	Skill/Knowledge: Natural art in the style of Andy Goldsworthy	Skill: Making own props/ puppets to retell a story. Folding techniques e.g. fans, aeroplanes, books. Choosing materials for effect e.g. feather headdress	Skill focus: be able to select tools and techniques needed to assemble and join materials they are using for a specific reason

Expressive Art and Design

Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cutting skills	Cutting Skill: Using onehanded tools and equipment, for example, making snips in paper with scissors.	Cutting skill: use scissors to cut in a straight line.	Cutting skill: use scissors to cut curved lines.	Cutting Skill: use scissors to cut shapes.	Cutting Skill: use scissors independently.	Cutting skill: use scissors for a particular purpose when combining different media and materials.
Being Imaginative	Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or roleplay.		Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their pretend play, building on the contributions of their peers.		Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping	
Growing knowledge in Y1	Children in Y1 will learn: - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.					