

EYFS - Long Term Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception/ Nursery	Theme	<p><b><u>All about me</u></b> This topic supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It is an opportunity to outline the Beaumont Values and to understand them. It teaches children about being helpful, kind and thoughtful at home and at school. This also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.</p> <p><b><u>Pirates</u></b> This topic captures the imagination of the children of how to be a pirate.</p> <p><b><u>Transport</u></b> An opportunity to explore a variety of transports.</p>	<p><b><u>Seasonal change - Autumn</u></b> This topic supports children's understanding of the seasonal change to Autumn. It allows them to explore the season by going on nature hunts and discuss what they notice in nature.</p> <p><b><u>Film fortnight</u></b> An opportunity to not only have a love for reading but to enjoy films. Inside Out is a topic used to enhance the children's understanding about feelings and emotions.</p> <p><b><u>Christmas</u></b> A relative topic to excite children for the festivities.</p>	<p><b><u>Dinosaurs</u></b> A topic that allows children to understand history and things were living in the past. Links can be made to where they lived in the world.</p> <p><b><u>Chinese new year</u></b> An opportunity to understand the world by exploring people, culture and communities. Discussions about similarities and differences about life in this country and life in other countries. This topic allows for them to explore, appreciate and celebrate differences (a Beaumont Value).</p> <p><b><u>Out of space</u></b> An opportunity to link literature with understanding the world. Discussions about the natural world and to grasp a concept of where they live.</p>	<p><b><u>Zoo animals</u></b> This topic allows children to understand the world by exploring the natural world of animals. A school trip will allow them to explore this further by making observations.</p> <p><b><u>Easter</u></b> A topic which allows children to understand why we celebrate Easter. People, communities and cultures are discussed. Chicks arrive in school so children can understand the process; from eggs, to hatching and growing.</p>	<p><b><u>People who help us</u></b> An opportunity to understand the world by exploring people and how they impact us, including; military, police, paramedics and firefighters.</p> <p><b><u>Minibeasts</u></b> Exploring our environment by understanding what is living, how things live and what they look like.</p>	<p><b><u>At the beach</u></b> Understanding the environment around us and how to take care of it.</p> <p><b><u>Under the sea</u></b> Understanding what the sea is and that is makes up our planet. Explore the animals that live under water, how it compares to animals that live on land.</p> <p><b><u>Seasonal change</u></b> Exploring the process of change in seasons and exploring their senses; what can they see, what is the temperature, weather.</p> <p><b><u>Healthy eating</u></b> Exploring food grown in this country and other countries. Exploring sense of taste by trying different fruits and creating a fruit salad by practising cutting skills and understanding how to prepare food hygienically.</p>
	Key Texts	<p>Staring school - Janet and Allan Ahlberg The colour monster goes to school - Anna Llenas The naughty bus - Jan Oke Lost and found - Oliver Jeffers The train ride - Jane Crebbin Zog - Julia Donaldson</p>	<p>Pumpkin soup - Helen Cooper We're going on a leaf hunt - Steve Metzger We're going on a bear hunt - Michael Rosen We're going on a lion hunt- David Axtell We're going on a leaf hunt - Steve Metzger We're going on a bear hunt - Michael Rosen Film fortnight - Inside Out</p>	<p>Harry and his bucketful of dinosaurs - Ian Whybrow Ten little dinosaurs - Mike Brownlow Chopsticks the runaway wok - Ying Chang Look up - Nathan Byron How to catch a star - Oliver Jeffers</p>	<p>Dear Zoo - Rod Campbell Tiger Lily - Gwen Millward Little Monkey - Marta Altes Rosie's walk - Pat Hutchins Goldilocks and the three bears The Three Little pigs The gingerbread man</p>	<p>The Hungry Caterpillar - Eric Carle The bad tempered ladybird - Eric Carle Mad about minibeasts - Andreae Giles Facts about people who help us</p>	<p>Magic beach - Alison Lester At the beach - Roland Harvey Tiny crab is a tidy crab - Paula Bowles What a waste - Jess French Handa's Surprise - Eileen Browne Kitchen Disco - Clare Foges</p>
	Literacy	<ul style="list-style-type: none"> <li>Joining in with rhymes and showing an interest in stories with repeated refrains.</li> <li>Have a favourite story/rhyme.</li> <li>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of</li> </ul>		<ul style="list-style-type: none"> <li>Making up stories with themselves as the main character.</li> <li>Encourage children to record stories through picture drawing/mark making.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>		<ul style="list-style-type: none"> <li>Stories from other cultures and traditions</li> <li>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.</li> <li>Rhyming words.</li> <li>Can explain the main events of a story</li> <li>Can draw pictures of characters/ event / setting in a story.</li> </ul>	

		<ul style="list-style-type: none"> <li>the different parts of a book.</li> <li>Sequencing familiar stories through the use of pictures to tell the story.</li> <li>Recognising initial sounds.</li> <li>Name writing activities.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Retell stories related to events through acting/role play. Christmas letters/lists.</li> <li>Retelling stories using images.</li> <li>Retell the story - Story Maps. Retelling of stories.</li> <li>Editing of story maps and orally retelling new stories.</li> <li>Non-Fiction Focus Retelling of stories.</li> <li>Sequence story - use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</li> <li>Enjoys an increasing range of books</li> <li>Nursery Rhymes</li> <li>Label characters</li> <li>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</li> <li>Shopping lists,</li> <li>Writing initial sounds and simple captions.</li> <li>Use initial sounds to label characters / images.</li> <li>Silly soup.</li> <li>Names Labels.</li> <li>Captions Lists Diagrams Messages</li> <li>Sequence the story</li> <li>Speech bubbles</li> <li>Wanted poster</li> <li>Name writing, labelling using initial sounds, story scribing.</li> <li>Retelling stories in writing area, instructions for porridge.</li> <li>Sequence the story</li> <li>Write a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Read a few common exception words matched to ELS.</li> <li>Make the books available for children to share at school and at home.</li> <li>Information leaflets about animals in the garden/plants and growing.</li> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>World Book Day Timeline</li> <li>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Develop their own narratives and explanations by connecting ideas or events</li> <li>CVC words / simple sentence writing using high frequency words</li> <li>Writing some of the tricky words such as I, me, my, like, to, the.</li> <li>Writing CVC words,</li> <li>Labels using CVC, CVCC, CCVC words.</li> <li>Guided writing based around developing short sentences in a meaningful context.</li> <li>Create a storyboard.</li> <li>Retell parts of the story / repeated refrains / speech bubbles</li> <li>Description / adjectives</li> <li>Creating own story maps</li> <li>Writing captions and labels, writing simple sentences.</li> <li>Writing short sentences to accompany story maps.</li> <li>Order the Easter story.</li> <li>Recount</li> <li>Character descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>May include labels, sentences or captions.</li> <li>Role play area - book characters</li> <li>Can draw pictures of characters/ event / setting in a story</li> <li>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</li> <li>Make predictions</li> <li>Begin to understand that a non-fiction is a non-story- it gives information instead. Fiction means story.</li> <li>Can point to the front cover, back cover, spine, blurb, illustration, illustrator, author and title.</li> <li>Sort books into categories.</li> <li>Report about the animals</li> <li>Handa's Surprise (Journey story) Retell the story in own words / reverse the journey</li> <li>Describe each animals</li> <li>Writing recipes, lists.</li> <li>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</li> <li>Form lower-case and capital letters correctly.</li> <li>Rhyming words.</li> <li>Acrostic poems</li> <li>Write facts about whales</li> <li>Write a postcard / diary writing My Holiday - recount</li> <li>Story writing, writing sentences using a range of tricky words that are spelt correctly.</li> <li>Beginning to use full stops, capital letters and finger spaces.</li> <li>Innovation of familiar texts</li> <li>Using familiar texts as a model for writing own stories.</li> <li>Character description</li> </ul>
Phonics		<p style="text-align: center;"><b>Essential Letters and Sounds Phase 2 &amp; 3</b></p> <ul style="list-style-type: none"> <li>Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.</li> <li>Help children to read the sounds speedily. This will make sound-blending easier</li> <li>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</li> <li>Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.</li> <li>Spotting diagraphs in words.</li> <li>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children</li> <li>Read 'hard to read' words.</li> </ul>	<p style="text-align: center;"><b>Essential Letters and Sounds Phase 3/4</b></p> <ul style="list-style-type: none"> <li>Rhyming strings, common theme, identifying characters and settings.</li> <li>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' or 'igh'.</li> <li>Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night</li> <li>Story structure-beginning, middle, end.</li> <li>Innovating and retelling stories to an audience, non-fiction books.</li> <li>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</li> <li>Read 'hard to read' words.</li> </ul>	<p style="text-align: center;"><b>Essential Letters and Sounds CVCC CCVCC CCCVC &amp; Phase 5</b></p> <ul style="list-style-type: none"> <li>Non-fiction texts,</li> <li>Internal blending,</li> <li>Naming letters of the alphabet.</li> <li>Distinguishing capital letters and lower-case letters.</li> <li>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</li> <li>Reading simple sentences with fluency.</li> <li>Read 'hard to read' words.</li> </ul>

<p><b>Maths</b></p>	<table border="1"> <thead> <tr> <th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th><th>Week 8</th><th>Week 9</th><th>Week 10</th><th>Week 11</th><th>Week 12</th></tr> </thead> <tbody> <tr> <td colspan="3">Getting to Know You</td> <td colspan="3">Just Like Me!</td> <td colspan="3">It's Me 1 2 3!</td> <td colspan="3">Light and Dark</td> </tr> <tr> <td colspan="3">Opportunities for settling in, introducing the areas of provision and getting to know the children.</td> <td colspan="3">Match and Sort Compare Amounts</td> <td colspan="3">Representing 1, 2 &amp; 3 Comparing 1, 2 &amp; 3 Composition of 1, 2 &amp; 3</td> <td colspan="3">Representing Numbers to 5. One More and Less.</td> </tr> <tr> <td colspan="3">Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</td> <td colspan="3">Compare Size, Mass &amp; Capacity Exploring Pattern</td> <td colspan="3">Circles and Triangles Positional Language</td> <td colspan="3">Shapes with 4 Sides. Time</td> </tr> </tbody> </table>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Getting to Know You			Just Like Me!			It's Me 1 2 3!			Light and Dark			Opportunities for settling in, introducing the areas of provision and getting to know the children.			Match and Sort Compare Amounts			Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3			Representing Numbers to 5. One More and Less.			Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.			Compare Size, Mass & Capacity Exploring Pattern			Circles and Triangles Positional Language			Shapes with 4 Sides. Time			<table border="1"> <thead> <tr> <th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th><th>Week 8</th><th>Week 9</th></tr> </thead> <tbody> <tr> <td colspan="3">Alive in 5!</td> <td colspan="3">Growing 6, 7, 8</td> <td colspan="3">Building 9 &amp; 10</td> </tr> <tr> <td colspan="3">Introducing Zero Comparing Numbers to 5 Composition of 4 &amp; 5</td> <td colspan="3">6, 7 &amp; 8 Making Pairs Combining 2 Groups</td> <td colspan="3">9 &amp; 10 Comparing Numbers to 10 Bonds to 10</td> </tr> <tr> <td colspan="3">Compare Mass (2) Compare Capacity (2)</td> <td colspan="3">Length &amp; Height Time</td> <td colspan="3">3d-Shape Pattern (2)</td> </tr> </tbody> </table>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Alive in 5!			Growing 6, 7, 8			Building 9 & 10			Introducing Zero Comparing Numbers to 5 Composition of 4 & 5			6, 7 & 8 Making Pairs Combining 2 Groups			9 & 10 Comparing Numbers to 10 Bonds to 10			Compare Mass (2) Compare Capacity (2)			Length & Height Time			3d-Shape Pattern (2)			<table border="1"> <thead> <tr> <th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th><th>Week 8</th><th>Week 9</th><th>Week 10</th><th>Week 11</th><th>Week 12</th></tr> </thead> <tbody> <tr> <td colspan="3">To 20 and Beyond</td> <td colspan="3">First Then Now</td> <td colspan="3">Find my Pattern</td> <td colspan="3">On the Move</td> </tr> <tr> <td colspan="3">Building Numbers Beyond 10 Counting Patterns Beyond 10</td> <td colspan="3">Adding More Taking Away</td> <td colspan="3">Doubling Sharing &amp; Grouping Even and Odd</td> <td colspan="3">Deepening Understanding Patterns and Relationships</td> </tr> <tr> <td colspan="3">Spatial Reasoning (1) Match, Rotate, Manipulate</td> <td colspan="3">Spatial Reasoning (2) Compose and Decompose</td> <td colspan="3">Spatial Reasoning (3) Visualise and Build</td> <td colspan="3">Spatial Reasoning (4) Mapping</td> </tr> </tbody> </table>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	To 20 and Beyond			First Then Now			Find my Pattern			On the Move			Building Numbers Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even and Odd			Deepening Understanding Patterns and Relationships			Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping		
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<p><b>Personal, Social and Emotional Development</b></p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Everyone is different and special. There might be things that make them similar to or different from others, including their appearance or things that they like to do.</p> <p>See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests.</p> <p>Explore the school rules and routines and why these are important.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p> <p>It is important to share resources and take turns in order to get on with others.</p> <p>Play cooperatively with others and take turns.</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Brushing teeth twice daily and avoiding sugary drinks and snacks help keep teeth healthy.</p> <p>Look after basic hygiene and personal needs and talks about the importance of good oral health.</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Building relationships Show sensitivity to their own and to others' needs.</p> <p>Know who to ask for help when they need it.</p> <p>Reception Carnivores are animals that eat other animals. Herbivores are animals that eat plants.</p> <p>Identify and moderate their feelings socially and emotionally and ask for help when they need it.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Understand that they must wait for their turn to use equipment or take part in activities.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others. Knowledge Reception It is important to share resources and take turns in order to get on with others.</p> <p>Play cooperatively with others and take turns</p>																																																																																																																																				
<p><b>Understanding the World</b></p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Fieldwork includes going on walks to collect information about the environment.</p> <p>A community is made up of a group of people who share or live in the same place. There are different types of</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>There are adults in our community who work at night time to help us. The emergency services help us.</p> <p>The emergency services include the fire service, police and ambulance service.</p>	<p>Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>A shadow is the same shape as the object that makes it. Shadows change during the day.</p> <p>Make a shadow bigger or smaller using toys, play equipment and a light source.</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Fieldwork includes going on walks and visits to collect information about the environment.</p> <p>Take photographs, draw simple picture maps and collect simple data during fieldwork activities.</p>																																																																																																																																				

		<p>communities, such as the family community, the school community and the local community.</p> <p>Schools are places where we come to learn and make new friends.</p> <p>Adults in school are there to help us and keep us safe. The adults at schools have different jobs.</p> <p>Take photographs, draw simple picture maps and collect simple data during fieldwork activities.</p>	<p>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p>	<p>Talk about the different occupations that familiar adults and members of their community have.</p> <p>Sort and group materials and resources and talk about how they are similar or different.</p> <p>Objects can be compared and grouped according to their shape, colour, material or use.</p> <p>Compare and group objects and materials according to simple given criteria.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain.</p> <p>Reception There are four seasons in the UK. They are spring, summer, autumn and winter. Each season has typical weather associated with it, including sun, rain, wind and snow.</p> <p>Describe simply how weather changes as the seasons change.</p>		<p>Observe and describe living things and their habitats within the local environment</p>	
	<p><b>Communication, Language and Literacy</b></p>	<p>Understand a question or instruction that has two parts. Understand 'why' questions when involved in discussions about stories. Understand how to listen carefully and why listening is important - modelling good listening, circle time activities. Learn new vocabulary - through new routines, school surroundings and resources. Begin to engage in story time - joining in with repeated refrains, vote for book of the week, comments about stories in reading area. Listen to and begin to talk about stories to build familiarity and understanding - reading sessions, circle time and story time. Listen carefully to rhymes and songs and begin to pay attention to how they sound - learning nursery rhymes.</p>	<p>Listen carefully to and learn rhymes, poems and songs. Listen to and talk about stories with increasing attention, demonstrated through good understanding. Increasingly engage in non-fiction books and learn new vocabulary linked e.g. non fiction texts - label, caption, contents, photo. Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary. *Learn and use new vocabulary. Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them - how and why questions. Articulate their ideas &amp; thoughts in well-formed sentences. Connect one idea or</p>	<p>Sustain listening when involved in a range of scenarios e.g. whole class, group. Listen to a selection of fiction, non fiction, rhymes and poems with increasing attention and understanding. Respond appropriately to what has been heard - questions, comment, action. Continue to learn new vocabulary linked to topics. Confidently engage in story time. Articulate their thoughts and ideas in clear full sentences when involved in a range of talking opportunities e.g. class, group, pair. Confidently use new vocabulary when talking to others. Confidently engage with stories, non-fiction and rhymes, making appropriate comments about.</p>			

		Use new vocabulary throughout the day - through new routines, school surroundings and resources. Begin to ask questions to find out more and to check they understand what has been said to them. Begin to articulate their ideas and thoughts in well-formed sentence. Begin to connect one idea or action to another e.g. because, and. Begin to describe events in some detail - sharing of ideas about families and past experiences. Develop social phrases e.g. good morning, good afternoon, thank you, please can I have...? Begin to retell a simple story using some vocabulary learnt from the story.		action to another using a range of connectives e.g. because, and, then, so. Describe events in some detail using some sequencing vocabulary (before, after, yesterday) - sharing of holiday and weekend experiences. Use talk to help work out problems, organise thinking & activities explain how things work/why things happen. Develop and use social phrases with confidence e.g. I am sorry, Please can you pass me...? Retell a simple story that they are familiar with.			
	<b>Expressive Arts and Design</b>	<p>Begin to show accuracy and care when drawing.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Different types of line include thick, thin, straight, zigzag, curvy and dotted.</p> <p>Select appropriate tools and media to draw with.</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Expressive arts and design Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Papers and fabrics can be used to create art, including tearing, cutting and sticking.</p> <p>Cut, tear, fold and stick a range of papers and fabrics.</p> <p>Listen and respond to music.</p> <p>Explore and create music with voice and instruments.</p>	<p>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Different materials are suitable for different purposes, such as construction kits for modelling and ingredients for baking.</p> <p>Select appropriate materials when constructing and making.</p>	<p>Share their creations, explaining the process they have used.</p> <p>Share their creations with others, explaining their intentions and the techniques and tools they used.</p>	<p>Explore artwork made by great artists.</p> <p>Explore artwork by famous artists and talk about their likes and dislikes.</p>	<p>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Different materials have different properties and can be used for different purposes.</p> <p>Construct simple structures and models using a range of materials.</p>
	<b>Music (Charanga)</b>	Me!	My stories	Everyone	Our World	Big Bear Funk	Reflect, rewind and replay
	<b>Physical Development</b>	Dance - Body Management	Dance	Gymnastics	Gymnastics - speed Agility Travel	Ball skills and multi-skills - manipulation and Coordination	Ball skills and multi-skills - Cooperate and Solve Problems