

EYFS	Who am I? Autumn 1	How do we celebrate? Autumn 2	Who is afraid of the Big Bad Lion? Spring 1	Who made these footprints? Spring 2	Are Minibeasts like me? Summer 1	What is it like to be beside the sea? Summer 2
Themes	All about me Healthy Me Homes and families	Seasonal Change Christmas Bonfire Night	Traditional Tales Africa Jungles and Savannahs	Dinosaurs Animals Jungles	Minibeasts Growing and Changing Farming	Seaside Under the Sea
Focus Texts (subject to change)	The Great Big Book of Families Tiger who came to Tea Dogger Here we are LuLu's First Day The House in the Woods	Fireworks sense poems Stickman (seasons) Jolly Christmas Postman The Christmas Story	Traditional Tales We're going on a Bear Hunt and We're going on a Lion Hunt Tinga Tinga Tales	Tyrannosaurus Drip Harry and his bucketful of dinosaurs Mary Anning – little people, big dreams	Superworm What the Ladybird Heard The Very Hungry Caterpillar	Bear's Adventure The Storm Whale What the ladybird heard at the seaside Sharing a shell Clean Up! The Snail and The Whale
C&L	<ul style="list-style-type: none"> Following instructions Turn Taking Share ideas and thoughts with adults and peers- using talk 	<ul style="list-style-type: none"> Engage in storytimes Join in with songs and rhymes Listen to and talk about stories and rhymes 	<ul style="list-style-type: none"> Give opinion and share ideas with confidence in different situations Explain what has happened 	<ul style="list-style-type: none"> Respond and question Use full sentences 	<ul style="list-style-type: none"> Discussion with others Predict what might happen Asking and answering questions 	<ul style="list-style-type: none"> Use a full vocabulary including technical language Use conjunctions in sentences Use past, present and future forms
PSED	Class Rules and responsibilities linked to feelings <ul style="list-style-type: none"> Building independence Healthy lifestyles 	<ul style="list-style-type: none"> Creating & maintaining relationships Friendships 	<ul style="list-style-type: none"> Keeping safe Online safety 	<ul style="list-style-type: none"> Feelings Healthy lifestyles (mental health focus) 	<ul style="list-style-type: none"> Growing and changing 	<ul style="list-style-type: none"> Maintaining relationships Healthy lifestyles and relationships
PD	<ul style="list-style-type: none"> PE lesson – space and movement travelling Develop the skills needed to get through the school day e.g. lining up Revise and use fundamental movement skills 	<ul style="list-style-type: none"> PE lesson – ball skills Use core muscle strength to achieve good posture (start to develop handwriting posture) 	<ul style="list-style-type: none"> PE lesson- gym Negotiate space and obstacles safely Use a range of tools effectively including pencils and scissors 	<ul style="list-style-type: none"> PE lesson – dance Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc. Use a range of tools effectively including pencils and scissors 	<ul style="list-style-type: none"> PE lesson – multi-skills Demonstrate different ways of moving 	<ul style="list-style-type: none"> PE lesson athletics Use a range of small tools effectively- drawing with accuracy
L	<ul style="list-style-type: none"> TWINKL phonics adapted to individual level and need. Listening Discrimination of sounds Initial sounds Mark Making Name writing Fine motor- pencil control Listen to stories and retell 	<ul style="list-style-type: none"> TWINKL phonics adapted to individual level and need. Letter formation Writing initial sounds and basic CVC labels Retell stories through small world and role play Describe events in familiar stories and predict events (join in) 	<ul style="list-style-type: none"> TWINKL phonics adapted to individual level and need. Letter formation Initial sounds and CVC labels (extend to captions) Sequence and retell stories 	<ul style="list-style-type: none"> TWINKL phonics adapted to individual level and need. Labels and captions Short sentences- finger spaces, full stops and capital letters Draw vocabulary and knowledge from non-fiction and use throughout the day in different contexts Draw vocabulary and knowledge from non-fiction and stories 	<ul style="list-style-type: none"> TWINKL phonics adapted to individual level and need. Captions and sentences Use and understand new vocabulary from stories, poems and non-fiction Discuss what they know/ have found out 	<ul style="list-style-type: none"> TWINKL phonics adapted to individual level and need. Sentences- finger spaces, caps letter, full stops Use and understand new vocabulary from songs and stories Sequence and retell stories Adapt narratives
M	<ul style="list-style-type: none"> Matching and comparing amounts Representing, comparing and composition of numbers to 3 including subitising Circles and triangles Compare mass, length and capacity Exploring pattern 	<ul style="list-style-type: none"> Representation of numbers to 5 Look closely at the composition of numbers to 5 (including subitising) Squares and rectangles Positional language 	<ul style="list-style-type: none"> Numbers 6, 7, ,8 Comparing numbers to 5- 10 Combining two groups Numbers 9 and 10 Finding pairs Compare mass and capacity Length and height 	<ul style="list-style-type: none"> Number bonds to 10 Starting to count beyond 10 Patterns and number relationships 3D shapes Time 	<ul style="list-style-type: none"> Building numbers beyond 10 Adding more and taking away Doubling and sharing Even and odd Spatial Awareness 	<ul style="list-style-type: none"> Deepening understanding Patterns and relationships Spatial awareness Consolidation
UTW Seasonal changes	<ul style="list-style-type: none"> Discussion about families and their similarities and differences Family- same and different- books about families from the past e.g. Peepo, etc. Materials and their properties Describe the local environment, using all their senses to explore the natural and urban world Look at and create maps of the local area 	<ul style="list-style-type: none"> How Christmas is different around the world Christmas- changes linked to toys Know some similarities and differences between religious and cultural communities- look at different celebrations e.g. Christmas, Bonfire Night, Diwali, etc. 	<ul style="list-style-type: none"> Africa- animals and their habitats linked to climate and landscape Know some similarities and differences between the world around them and contrasting environments Describe other environments Make observations of plants and animals 	<ul style="list-style-type: none"> Explorers- develop understanding of characters from the past Living things- plants and animals (bones, fossils, etc.) 	<ul style="list-style-type: none"> Make observations of plants and animals Explore the natural world around them and make observations and draw pictures Understand some of the processes in the natural world- life cycles 	<ul style="list-style-type: none"> Compare the local environment and the seaside Link to work on Africa and sea sides in other countries Contrasting environments Look at life in the past e.g. grandparents holidays- photos, books, etc.
EAD	<ul style="list-style-type: none"> Invent and adapt stories through their role play and small world play 	<ul style="list-style-type: none"> Explore the use of colour and design Explore tools and their uses 	<ul style="list-style-type: none"> Make use of props and materials in the role play area to re create well known stories Perform songs and stories 	<ul style="list-style-type: none"> Perform poems, songs and stories Develop own designs and select materials Create and adapt designs 	<ul style="list-style-type: none"> Perform poems, songs and stories Invent and adapt stories through their role play and small world play 	<ul style="list-style-type: none"> Explore the use of a range of tools Have preferences for forms of expression and explain my use of materials and design

ELG- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions.
 ELG- Hold conversation when engaged in back and forth exchanges with their teachers and peers.
 ELG- Make comments about what they have heard and ask questions to clarify understanding.
 ELG- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from an adult.
 ELG- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non- fiction, rhyme and poems when appropriate.
 ELG- Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.

Knowledge and Skills

Knowledge and Skills for Language:

- To be able to use conjunctions.
- To be able to share ideas in small groups and whole class situations.
- To be able to respond to what others say.
- Can acquire vocabulary from stories and non-fiction.
- To be able to ask questions about what they have heard.
- To respond to comments, questions and actions.
- To explain events that have happened in detail.
- To be able to use tenses correctly.

Knowledge and Skills for Communication:

- To be able to use full sentences in conversation.
- To be able to clearly express themselves.
- To be able to demonstrate good listening behaviours.
- To enjoy joining in with songs, stories and group time discussions.
- To be able to follow instructions with two or more parts.
- To be able to use communication to organise thinking.
- To be able to talk to familiar adults and children in play.
- To be able to communicate with others and take it in turns to speak.

Key Assessments

- Speech and language therapist support.
- Sensory intervention to promote language, interaction and engagement.
- Assessment through Early Years Foundation Stage Framework .
- Using Early Learning Goals to track and monitor progress at checkpoints throughout the year.
- Tapestry to check progress and data.

How you can help your child at home

- Symbols in black and white (high contrasting).
- PECS, Picture exchange communication, encouraging makaton and using words.
- Promoting phonics sounds to support with verbalising words.
- Surrounding them with other children to gain new experiences and play styles.

ELG- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
 ELG- Negotiate space and obstacles safely, with consideration for themselves and others.
 ELG- Demonstrate strength, balance and co-ordination.
 ELG- Use a range of small tools e.g. scissors paint brushes, cutlery.
 ELG- Hold a pencil effectively in preparation for writing (nearly always tripod grip).
 ELG- Begin to show accuracy and care when drawing.

Knowledge and Skills

Knowledge and skills:

- To develop ball skills- throwing and catching.
- To confidently use small and large scale, equipment.
- To be able to sit comfortably at a table to write.
- To manage large objects together safely.
- To be able to form letters accurately.
- To develop good techniques when drawing and writing.
- To display fluency in movements.
- To develop strong posture.
- To be able to apply fine motor skills to a range of tools including one handed tools.

- To develop fine motor skills and strength.
- To revise fundamental movement skills.
- To build finger strength to improve pencil grip.
- To use core muscle strength to sit up straight and at a table.
- To be able to discuss rules and safety.
- To begin to demonstrate good pencil control.
- To develop movement and balance with wheeled vehicles e.g. balance bikes and scooters.

Key Assessments

- OT and Physio intervention and support.
- Regular physical movement breaks and daily fine motor activities to assess progression.
- Sensory intervention to promote language, interaction and engagement.
- Assessment through Early Years Foundation Stage Framework .
- Using Early Learning Goals to track and monitor progress at checkpoints throughout the year.
- Tapestry to check progress and data.

How you can help your child at home

- Developing fine motor skills through activities like dough disco, pegging, threading ect.
- Practice pencil control and writing in various textures of using writing aids to support at home.
- Regular movement breaks, ie. Park to climb, jump and swing.
- Promoting independent mobility and self-help skills.
- Cosmic Yoga <https://www.youtube.com/c/CosmicKidsYoga>

ELG- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
 ELG- Give focused attention to adults, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.
 ELG- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
 ELG- Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
 ELG- Explain the reasons for rules, know right from wrong and try to behave accordingly.
 ELG- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Knowledge and Skills

- Form positive attachments to adults and friendships with peers.
 - Show sensitivity to their own and others needs.
 - Work and play cooperatively and take turns with others.
- Knowledge and skills:
- To be receptive to trying new activities.
 - To be able to follow rules in the wider school community.
 - To be able to show some resilience and perseverance in the face of a challenge.
 - To be able to play with others and solve conflicts that occur without adult intervention.
 - To demonstrate understanding of feelings including those of others- empathy and perspective.
 - To show understanding of healthy and unhealthy food.
 - To be able to build mutually respectful relationships.
 - To be able to follow instructions.
 - To be able to carry out oral hygiene.
 - To be able to use the toilet independently and practice basic hygiene ie. handwashing.
 - To be able to share objects of interest or toys with peers.
 - To be able to identify feelings and express emotions.
 - To understand and follow the rules within the classroom.
 - To be able to consider the feelings of others.
 - To be confident in the familiar school environment.
 - To be able to see self as a valuable individual.

Key Assessments

- Feelings and emotion boards, assessment about emotion-based strategies.
- Sensory intervention to promote self-regulation.
- Assessment through Early Years Foundation Stage Framework .
- Using Early Learning Goals to track and monitor progress at checkpoints throughout the year.
- Tapestry to check progress and data.

How you can help your child at home

- Promoting self-help skills, ie hygiene.
- Promoting independent self-regulation and using visual stimulus to support emotional wellbeing ie. Emotions charts.
- Socialising activities with peers, ie, board games or role play.
- Self-help skill books.
- Promoting independence songs: <https://www.youtube.com/watch?v=RQFMvof650>

	<u>Subitise, count, match numeral to quantity, understand number composition, number bonds, calculation.</u>	<u>Shapes, spatial awareness and measures</u>	<u>Patterns and numerical patterns</u>
Knowledge and Skills	<p>Knowledge.</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts <p>Skills.</p> <ul style="list-style-type: none"> To be able to subitise up to 3. To be able to show 5 using concrete resources. To be able to identify some double facts. Matching numeral to quantity to 5. Use 1:1 counting up to 5. Understand more and less. To be able to solve problems with numbers to 5. Composition and understanding of numbers to 5. To be able to combine 2 numbers. To develop knowledge of numbers from 5-10 To count, order and recognise numbers to 10 and beyond. Recall and use number bonds to 5 and 10. To be able to recall some subtraction and double facts. 	<p>Knowledge.</p> <p>To continue developing and imbedding the skills learnt in this first half term.</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts <p>Skills.</p> <ul style="list-style-type: none"> To be able to use positional language. To have developed an understanding of time, days of the week, months of the year, and hours in a day. To be able to compare lengths, weights and capacities. To have developed a spatial awareness. To be able to name properties of 3D shapes. To be able to correctly identify names of 3D shapes. To be able to name properties of 2D shapes. To be able to identify a circle, triangle, rectangle and square. 	<p>Knowledge.</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <p>Skills.</p> <ul style="list-style-type: none"> To be able to share equally. To be able to identify odd and even numbers. To be able to name patterns. Find one more and one less (with and without concrete resources). To be able to spot errors in patterns. To be able to compare using non-standard mathematical vocabulary. To be able to continue and create simple patterns. To be able to rote count to 5,10, 20 and beyond.
Key Assessments	<ul style="list-style-type: none"> Using mastering number to support and asses young learners. Assessment through Early Years Foundation Stage Framework . Using Early Learning Goals to track and monitor progress at checkpoints throughout the year. Tapestry to check progress and data. 	<ul style="list-style-type: none"> Using mastering number to support and asses young learners. Assessment through Early Years Foundation Stage Framework . Using Early Learning Goals to track and monitor progress at checkpoints throughout the year. Tapestry to check progress and data. 	<ul style="list-style-type: none"> Using mastering number to support and asses young learners. Assessment through Early Years Foundation Stage Framework . Using Early Learning Goals to track and monitor progress at checkpoints throughout the year. Tapestry to check progress and data.
How you can help your child at home	<ul style="list-style-type: none"> Promoting playing using maths, ie. abacus, counting toys, pretend role play using money. Real life experiences, ie. paying for items in a shop, cooking (measurement and fractions). Educational programmes ie. Number blocks and apps on technologies that promote interest in numbers. Early Years Maths: https://www.bbc.co.uk/bitesize/subjects/zhtf3j6 		

EYFS Literacy Key knowledge and skills.

“Play is the beginning of knowledge.” -George Dorsey

	<u>Reading</u>	<u>Comprehension.</u>	<u>Writing</u>
Knowledge and Skills	<p>Segmenting, blending, letter recognition, matching letter and sound, vocabulary acquisition and use, recall and retell.</p> <p>Knowledge.</p> <p>Reading</p> <ul style="list-style-type: none"> To say a sound for each letter and at least 10 digraphs To read words consistent with their phonic knowledge by sound blending. To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Skills.</p> <ul style="list-style-type: none"> To be able to read captions and sentences applying their reading skills. To be able to segment and blend CVC words containing a range of sounds known. To be able to read some common exception words. To be able to Identify where two letters make one sound (digraph). To be able to blend sounds together to create a word. Start to segment words into their single sounds e.g. c-a-t. To be able to recognise single letters and their corresponding sounds. 	<p>Segmenting, blending, letter recognition, matching letter and sound, vocabulary acquisition and use, recall and retell.</p> <p>Knowledge.</p> <p>Comprehension</p> <ul style="list-style-type: none"> To be able to demonstrate an understanding of what has been read by retelling stories & narratives using own words and new vocabulary. To be able to anticipate key events in stories. To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Skills.</p> <ul style="list-style-type: none"> To be able to discuss what they know and have found out confidently. To use and understand new vocabulary. To draw on knowledge from non-fiction. To be able to describe events in familiar stories and predict events. To be able to sequence and retell stories through role play and small world play. To listen to stories with increasing attention and recall. 	<p>Segmenting, blending, letter recognition, matching letter and sound, letter formation, pencil control, orally constructing sentences.</p> <p>Knowledge.</p> <ul style="list-style-type: none"> To be able to write letters which are mostly well formed focussing on ascenders and descenders. To be able to spell words by identifying sounds in them and representing the sounds with a letter or letters. To be able to write simple phrases and sentences that can be read by themselves and others. <p>Skills.</p> <ul style="list-style-type: none"> To start to write sequenced sentences. To show awareness of basic punctuation ie. capital letter, full stop and finger spaces. To start to write simple sentences using phonics knowledge. To be able to write captions using phase 2 tricky words. To be able to write labels using phase 2 and phase 3 phonics. To apply phase 2 knowledge and write simple CVC words. To identify and write initial sounds. To be able to write my own name with good pencil control.
Key Assessments	<ul style="list-style-type: none"> TWINKL phonics. Literacy shed and engagement with sensory stories. Assessment through Early Years Foundation Stage Framework . Using Early Learning Goals to track and monitor progress at checkpoints throughout the year. Tapestry to check progress and data. Enhanced continuous provision. 	<ul style="list-style-type: none"> TWINKL phonics. Literacy shed and engagement with sensory stories. Assessment through Early Years Foundation Stage Framework . Using Early Learning Goals to track and monitor progress at checkpoints throughout the year. Tapestry to check progress and data. Enhanced continuous provision. 	<ul style="list-style-type: none"> TWINKL phonics. Literacy shed and engagement with sensory stories. Assessment through Early Years Foundation Stage Framework . Using Early Learning Goals to track and monitor progress at checkpoints throughout the year. Tapestry to check progress and data. Enhanced continuous provision.
How you can help your child at home	<ul style="list-style-type: none"> Promoting play using letters. Songs to promote phonics: https://www.youtube.com/watch?v= Set9vvCOuI Storytimes at home and sensory stories for favourite books to improve engagement. Life skills to improve fine motor skills ie, pegging washing, self-help skills. Cooking or reading instructions to promote applying reading to every-day life. 		

	<u>Past and Present</u>	<u>People and Communities.</u>	<u>The Natural World.</u>
Knowledge and Skills	<p>Comment on the past, make comparisons, identify similarities and differences.</p> <p>Knowledge.</p> <ul style="list-style-type: none"> To talk about the lives of people around them and their role in society. To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. To understand the past through settings, characters and events encountered in books and storytelling. <p>Skills.</p> <ul style="list-style-type: none"> To be able to talk about own families history linked to photos and stories. To be able to compare and contrast characters from stories including figures from the past. To be able to comment on images from similar situations of the past. To begin to be able to make sense of their own life story. To name and describe people familiar to them. 	<p>Describe, discuss, observe, identify similarities and differences, map work.</p> <p>Knowledge.</p> <ul style="list-style-type: none"> To describe their immediate environment using knowledge from observation, discussion, stories, non- fiction texts and maps. To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read. To be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. <p>Skills.</p> <ul style="list-style-type: none"> To be able to recognise that people have different beliefs and celebrate special times in different ways. To understand that some places are special to members of the community. To be able to recognise some similarities between life in this country and others. To be able to understand that there are different places and countries in the world and name some. To be able to draw information from a simple map. To be able to explore the natural world around them. To be able to describe what can be heard, seen and felt outside. 	<p>Recognise, explore, investigate, understand, identify.</p> <p>Knowledge.</p> <ul style="list-style-type: none"> To explore the natural world around them, making observations and drawing pictures of animals and plants. To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. To be able to understand that some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Skills.</p> <ul style="list-style-type: none"> To be able to recognise some environments are different to the one in which they live in- comment on and discuss similarities and differences. To understand some important changes in processes in the natural world around them. To be able to explore the effect of changing seasons e.g. weather. To explore and comment on collections of materials. To explore and talk about different forces. To be able to explore the natural world around them using observations. To plant seeds and care for plants. To identify key Features of animal and plant life cycles.
Key Assessments	<ul style="list-style-type: none"> Assessment through Early Years Foundation Stage Framework . Using Early Learning Goals to track and monitor progress at checkpoints throughout the year. Tapestry to check progress and data. Enhanced continuous provision. 	<ul style="list-style-type: none"> Assessment through Early Years Foundation Stage Framework . Using Early Learning Goals to track and monitor progress at checkpoints throughout the year. Tapestry to check progress and data. Enhanced continuous provision. 	<ul style="list-style-type: none"> Assessment through Early Years Foundation Stage Framework . Using Early Learning Goals to track and monitor progress at checkpoints throughout the year. Tapestry to check progress and data. Enhanced continuous provision.
How you can help your child at home	<ul style="list-style-type: none"> Nature walks, treasure hunts and farm visits. Applying things to every day life, discussing the seasons, different animals and what natural objects are. Art work using natural materials found. Going on a bear hunt sensory story: Kids storytime: We're Going on a Bear Hunt - YouTube Museum visits and stories about important figures within history. Religious visits exploring places of worship. 		

	<i>Creation.</i>	<i>Imaginative and expressive.</i>
Knowledge and Skills	<p>Colour identification, Colour mixing, Drawing with accuracy, Selecting tools for a purpose, Primary colours, Colour mixing with intent, Joining materials together, Exploring the use of textures.</p> <p>Knowledge.</p> <ul style="list-style-type: none"> To be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To be able to share their creations explaining the processes they have used. To be able to make use of props and materials when role playing characters in narratives and stories <p>Skills.</p> <ul style="list-style-type: none"> To experiment with colour, form, function, texture and design. To be able to develop storylines in pretend play. To be able to create collaboratively. To be able to refine ideas and designs. To be able to express themselves in a variety of ways. To explore and use varied artistic techniques. To explore and use materials. To explore and use tools. 	<p>Colour identification, Colour mixing, Drawing with accuracy, Selecting tools for a purpose, Primary colours, Colour mixing with intent, Joining materials together, Exploring the use of textures.</p> <p>Knowledge.</p> <p>To be able to invent, adapt and recount narratives and stories with peers and their teacher. To sing to a range of well known nursery rhymes and songs. To be able to perform songs, rhymes, poems and stories with others and try to move in time to music.</p> <p>Skills.</p> <ul style="list-style-type: none"> To be able to perform songs, stories and rhymes. To be able to develop storylines in pretend play. To explore and engage in music making. To be able to sing in a group or alone. To be able to Listen attentively and move to music rhythmically. To be able to join in with singing familiar songs
Key Assessments	<ul style="list-style-type: none"> Assessment through Early Years Foundation Stage Framework . KAPOW learning scheme. Using Early Learning Goals to track and monitor progress at checkpoints throughout the year. Tapestry to check progress and data. Enhanced continuous provision. 	<ul style="list-style-type: none"> Assessment through Early Years Foundation Stage Framework . KAPOW learning scheme. Using Early Learning Goals to track and monitor progress at checkpoints throughout the year. Tapestry to check progress and data. Enhanced continuous provision.
How you can help your child at home	<ul style="list-style-type: none"> Creative modelling using recycling resources. To use a range of materials to create pieces of artwork. Use nature resources when out exploring to create art work or materials. Colouring books or drawing. Creating music with instruments. Singing familiar songs or nursery rhymes. Practice colour identification and colour mixing with paints. 	