

Curriculum Overview – EYFS



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year	Reception	Reception	Reception	Reception	Reception	Reception
School's Core Values	Mutual Respect	Compassion	High expectations and Aspirations	Hard work	Discipline	Bravery
British Values	Mutual Respect	Democracy	Rule of Law	Individual Liberty	Democracy	Tolerance
Theme Intent	Marvellous Me This theme helps the children to learn about their own identity and what makes them special. They also learn about what makes them the same or different to others.	Real-life Heroes This theme gives children something to aspire to and to know which people in the community can help us. It deepens their understanding of their local area.	Terrific Tales This theme will enable children to have a bank of rich vocabulary and story knowledge that they can draw upon in all aspects of their learning, including storytelling and writing.	Grow a Garden This theme helps the children to learn how plants grow and how to look after living things. They will also be able to talk about what they see and discuss how things change.	Transport This theme will help children become more aware of the different ways in which we travel and explore the world we live in.	Amazing Animals This theme will help the children begin to understand about lifecycles and to be able to discuss change. They will also have the experience of caring for a minibeast.
Core texts	✓ It's my Birthday (1w) ✓ Owl Babies ✓ The magical of yet ✓ Jabari Tries	✓ Doctors and Nurses (1w) ✓ Emergency ✓ Topsy and Tim Meets the Police ✓ I want to be a firefighter	✓ The Gruffalo (1w) ✓ We're Going on a Bear Hunt ✓ Goldilocks and The Three Bears ✓ Three little pigs	✓ The Tiny Seed (1w) ✓ Jasper's Beanstalk ✓ Oliver's Vegetables ✓ It's Not A Daffodil	✓ Look Inside Things That Go ✓ Topsy and Tim: Go on an Aeroplane ✓ Duck in the Truck ✓ Naughty Bus ✓ The Little Red Train ✓ The Journey ✓ Race Car Dreams	✓ The Very Hungry Caterpillar (2w) ✓ Commotion in the ocean ✓ Handa's Surprise ✓ Farmer Duck ✓ Dear Zoo ✓ Harry and the bucket full of dinosaurs
Special Events	Harvest Time, Remembrance Day, Children in Need, St Andrew's Day, Black History Month, Christmas Jumper Day		Safer Internet Day, 100 th day in school, Shrove Tuesday, St David's Day, World Book Day, Comic Relief, St Patrick's Day, Mother's Day		St George's Day, Walk to School Week, Healthy Eating Week, Sports Day, Father's Day Eid	

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Festivals	Diwali, Bonfire Night, Christmas		New Year's Resolutions, Chinese New Year, Holi, Easter			
RE	- The Good Samaritan (Stories) - What happens on Buddha Day?(Celebrating)	- What happens at Diwali? (Celebrating) - What happens at Christmas? (Celebrating)	- My Muslim Faith (Aspects) - The Donkey in the Tiger Skin (Aspects)	- What happens at Passover (Celebrating) - What happens at Easter? (Celebrating)	- How do we make friends? (Aspects) - What happens at Eid-UI-Fitr/Adha? (Celebrating)	- The Lost Coin (Stories) - Visiting a church (Aspects)
Enrichment ideas	<u>Visitors</u> Different people from the school community e.g. Cook, Caretaker, Dinner Lady.	<u>Visitors</u> Policeman, fireman, paramedic...	<u>Educational Visit</u> Discover Children's Story Centre	<u>Educational Visit</u> To a Country Park.	<u>Visitor</u> Road Safety Talk	<u>Educational Visit</u> Colchester Zoo <u>Special Day</u> Teddy Bear's Picnic Day.
Communication and Language	Communication and Language is developed throughout the year through high quality interactions, daily group discussions, daily shared reading sessions, daily story times, singing, show and tell, EYFS assemblies and productions. Children will be introduced to stories, non-fiction texts, rhymes and poems. They will have role-play and small world play opportunities to use the vocabulary they have been taught. Adults will play a key role in introducing children to a rich range of vocabulary and language structure and will model and reinforce this during child-initiated play.					
	• Become familiar with our 'Core Texts' and begin to talk about the characters and settings. • Begin to build a bank of specific vocabulary when talking about families, birthdays, owls, autumn.	• Develop a range of social phrases for use throughout the day. • Know why it is important to listen carefully in a range of different contexts. • Share their ideas with their friends and a familiar adult.	• Continue to develop their knowledge of subject specific and every day vocabulary. • Talk about a range of objects and events in greater detail. • Share their thoughts and ideas with increasing	• Use taught vocabulary with confidence when talking and playing. • Use vocabulary gained from books when talking and playing. • Listen attentively in a greater range of contexts. • Be able to talk	• Continue to learn and use new vocabulary throughout the day. • Narrate events and talk about previous events. • Describe events in some detail. • Use talk to help work out problems and organise	• Listen attentively and respond to what they hear when being read to and in whole class discussions. • Make comments about what they have heard and ask questions to clarify their understanding.

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	• Enhance their repertoire of songs and rhymes. • Begin to share non-fiction books. • Understand how to listen carefully in small and large group situations. • Speak in simple sentences.	• Begin to ask questions to find out more. • Use taught vocabulary with growing confidence when playing and talking. • Use past tense appropriately when talking about things that have happened. • Use phrases from the 'Core Texts' when looking at the books independently. • Begin to pay attention to how rhymes and songs sound. • Know that non-fiction books can be used to find out information.	confidence with a larger group. • Begin to use the future tense correctly when talking about things that are going to happen. • Begin to retell our 'Core Text' stories using their own words and familiar phrases. • Show an awareness of rhyming words in familiar rhymes and songs. • Listen to and talk about non-fiction books.	about their thoughts and ideas using longer sentences. • Begin to use a range of tenses when speaking. • Talk about familiar stories in greater detail. • Continue to explore non-fiction texts linked with new knowledge and vocabulary. • Begin to suggest an appropriate rhyming word to complete a phrase from a familiar rhyme or song. • Talk about what might happen and how things work.	thinking and activities. • Begin to ask questions to gain a better understanding / clarify their thinking. • Begin to use connectives to connect their ideas when speaking. • Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. • Continue to listen to and talk about stories to build familiarity and understanding. • Continue to explore non-fiction texts linked with new knowledge and vocabulary. • Talk about what might happen and how things work.	• Participate in discussions in a range of contexts. • Offer explanations for why things might happen using learned vocabulary. • 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 support. • Retell a story once they have developed a deep familiarity with the text. Some as exact repetition some in their own words.
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Physical Development	Fine motor activities offered in Continuous Provision to include: Threading, cutting, tweezers, weaving, playdough, pouring & stirring, dressing and undressing dolls, playing with small world toys, making models with junk materials, construct with smaller linking blocks e.g. Lego, Mobilo. Gross motor activities offered in Continuous Provision to include: Riding trikes and scooters, large spinning tops, space hoppers, walking cups, varied sports equipment (e.g. balls, bats, beanbags), obstacle courses, climbing frame, prams/wheelbarrows to push and pull, mark making on a large scale.					
	Fine Motor Skills • Have an established dominant hand. • Begin to use a tripod grip when holding pens and pencils. • Begin to use a range of tools safely and appropriately. • Encourage children to draw freely. • Engage children in structured activities: guide them in what to draw, write, copy. • Engage in regular handwriting activities - tracing, patterns etc. • Teach and model correct letter formation.	Fine Motor Skills • Develop their small motor skills so that they can use a range of tools competently, safely and confidently - hold pencil correctly, use scissors with some control and use a knife and fork independently. • Encourage children to draw freely. • Engage children in structured activities: guide them in what to draw, write, copy. • Engage in regular handwriting activities - tracing, patterns etc. • Teach and model	Fine Motor Skills • Develop their small motor skills so that they can use a range of tools competently, safely and confidently - hold pencil correctly, use scissors with some control and use a knife and fork independently. • Encourage children to draw freely. • Engage children in structured activities: guide them in what to draw, write, copy. • Begin to draw pictures that are recognisable, independently. • Start to colour	Fine Motor Skills • Develop their small motor skills so that they can use a range of tools competently, safely and confidently - hold pencil correctly, use scissors with some control and use a knife and fork independently. • Encourage children to draw freely. • Begin to draw pictures that are recognisable, independently. • Start to colour inside the lines of a picture. • Engage in regular handwriting activities - tracing,	Fine Motor Skills • Develop their small motor skills so that they can use a range of tools competently, safely and confidently - hold pencil correctly, use scissors with some control and use a knife and fork independently. • Use one hand consistently for fine motor tasks. • Encourage children to draw freely. • Begin to draw pictures that are recognisable, independently. • Start to colour inside the lines of a picture.	Fine Motor Skills • Develop their small motor skills so that they can use a range of tools competently, safely and confidently - hold pencil correctly, use scissors with some control and use a knife and fork independently. • Use one hand consistently for fine motor tasks. • Encourage children to draw freely. • Show accuracy and care when drawing. • To form letters accurately and with speed.

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		correct letter formation.	inside the lines of a picture. - Engage in regular handwriting activities - tracing, patterns etc. - Teach and model correct letter formation.	patterns etc. Teach and model correct letter formation.	- Engage in regular handwriting activities - tracing, patterns etc. - Teach and model correct letter formation.	
	Gross Motor Skills - Walk, jump, hop, skip, crawl, slide with increasing control. - Revise and refine the fundamental movement skills they have already acquired. - Combine different movements with ease and fluency - opportunities to move that require quick changes of speed and direction. - Negotiate space and obstacles safely, with consideration for	Gross Motor Skills - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Walk, jump, hop, skip, crawl, slide with increasing control. - Revise and refine the fundamental movement skills they have already acquired. - Combine different movements with ease and fluency - opportunities to move that require quick changes of	Gross Motor Skills - Progress towards a more fluent style of moving with developing control and grace. - Combine different movements with ease and fluency - opportunities to move that require quick changes of speed and direction. - Develop the overall body strength, coordination, balance and agility. - Children to spin, rock, tilt, fall, slide and bounce. - Negotiate space	Gross Motor Skills - Progress towards a more fluent style of moving with developing control and grace. - Combine different movements with ease and fluency - opportunities to move that require quick changes of speed and direction. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Negotiate space and obstacles	Gross Motor Skills - Develop the overall body strength, coordination, balance and agility. - Further develop and refine a range of ball skills including: catching, kicking, passing, batting and aiming. - Introduce children to team games/races. - Negotiate space and obstacles safely, with consideration for themselves and others.	Gross Motor Skills - Develop confidence, competence, precision and accuracy when engaging in activities that involve different sized balls. - Introduce children to ball games with teams, rules and targets. - Introduce children to team games/races. - Negotiate space and obstacles safely, with consideration for themselves and others.

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	themselves and others. Introduce children to cooperation games, e.g. parachute games.	speed and direction. Negotiate space and obstacles safely, with consideration for themselves and others.	and obstacles safely, with consideration for themselves and others.	safely, with consideration for themselves and others.		- Further develop the skills they need to manage the school day successfully: - lining up / queuing - mealtimes PE lessons - games skills.
	PE lessons - movement skills, travelling, negotiating space.	PE lessons - movement skills, travelling, negotiating space.	PE lessons - dance.	PE lessons - dance.	PE lessons - games skills.	
PSED	These PSED statements have been split in this way for extra focus, but most will apply on an ongoing basis throughout the reception year. We have daily carpet sessions called "Thought of the day" - when we talk about different things which help the children to talk about feelings and behavioural expectations. When a child is named 'Star of the Week' they take the class mascot home for the weekend and note their experiences in his diary. This is then shared with the whole class, thus supporting the child to learn to see themselves as a valuable individual.					
	- Begin to follow the rules and routines of Reception <i>Class rules</i> <i>Rainbow Behaviour Chart</i> - Learn to share and take turns with occasional adult support. - Join in a growing range of activities. - Become more	- Know and talk about the different factors that support their overall health and wellbeing <i>regular physical activity (linked to PE lessons.)</i> <i>healthy eating</i> - Build constructive and respectful relationships -	- Think about the perspectives of others. - Identify and moderate their own feelings socially and emotionally - staying calm in the face of frustration, taking turns, waiting politely, tidying up after themselves.	- Know and talk about the different factors that support their overall health and wellbeing <i>healthy eating</i> - Show resilience and perseverance in the face of a challenge - develop problem-solving skills by talking through how	- Know and talk about the different factors that support their overall health and wellbeing <i>being a safe pedestrian</i> <i>being safe in the sun</i> - Give focused attention to what the teacher says,	- Show an understanding of their own feelings, and those of others, and begin to regulate their behaviour. (Sports Day - winning and losing.) - Set and work towards simple goals, being able to wait for what they

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	confident with unfamiliar people. • Manage their own needs - <i>personal hygiene</i> - <i>tooth brushing</i> - <i>getting their coats on and off and zipped up.</i> • See themselves as a valuable individual - families, interests, culture, likes and dislikes.	sharing and cooperating with friends and other peers. • Express their feelings and consider the feelings of others. • Manage their own needs - <i>getting dressed and undressed for PE.</i>		they, you and others resolved a problem or difficulty.	responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.	want and control their immediate impulses when appropriate. • Explain the reasons for rules; know right from wrong and try to behave accordingly. Transition to Year 1.
Literacy	To develop the children's comprehension skills and to build a love of reading, we have daily shared reading sessions and daily story times. During Continuous Provision, they are often provided with story telling activities linked to our Core Texts. Children take home two reading books, one is phonically decodable and one is a book band book. The phonics book will be matched to their phonic knowledge and helps them to practise their word reading skills. The book band book helps them to practise other reading skills such as using picture clues and initial sounds to work out an unknown word; pointing to words as they read; and picking up on patterns in text, all of which help improve their word reading and fluency. Children read with an adult in school weekly. Opportunities for writing for a purpose will be provided in the Continuous Provision so that children can apply what they have been taught discretely.					
	Comprehension • Begin to retell our	Comprehension • Use phrases from	Comprehension • Begin to retell our	Comprehension • Talk about familiar	Comprehension • Begin to	Comprehension • Demonstrate

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	'Core Text' stories. • Share non-fiction books as a group to understand vocabulary about owls. • Sequencing familiar stories through the use of pictures to tell the story.	the 'Core Texts' when looking at the books independently. • Begin to pay attention to how rhymes and songs sound. • Know that non-fiction books can be used to find out information. • Begin to talk about characters from familiar books.	'Core Text' stories using their own words and familiar phrases. • Sequence story using the vocabulary of beginning, middle and end. • Show an awareness of rhyming words in familiar rhymes and songs. • Listen to and talk about non-fiction books based on appropriate themes.	stories in greater detail. • Begin to predict what might happen next in stories. • Begin to suggest an appropriate rhyming word to complete a phrase from a familiar rhyme or song.	demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Can explain the main events of a story. • Continue to explore non-fiction texts linked with new knowledge and vocabulary.	understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate - where appropriate - key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems AND during role-play.
	Word Reading • Orally blend CVC words. • Identify initial sounds. • Say the sound for some letters of the alphabet. • Knows print is read from left to right.	Word Reading • Orally blend CVC words. • Say the sound for all the letters of the alphabet. • Begin to blend sounds into words, so that they can read CVC words made up of known grapheme-phoneme	Word Reading • Blend independently. • Help children to become familiar with digraphs / trigraphs, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'; and allow children to read words containing them: 'that', 'shop',	Word Reading • Listen to children read some longer words made up of grapheme-phoneme correspondences they know: 'rabbit', 'himself', 'jumping'. • Read simple captions (consistent with their phonic knowledge) - to	Word Reading • Read simple sentences and common exception words.	Word Reading • Read CVCC and CCVC words confidently. • Read aloud simple sentences and books (consistent with their phonic knowledge) with fluency. These are to include some common exception

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		correspondences. Starting to spot digraphs in words	'chin', 'feet', 'storm', 'night'. Read a few common exception words matched to phonics programme.	include common exception words.		words.
	ELS Phonics Scheme Phase 1 (baseline)	ELS Phonics Scheme Phase 2/3	ELS Phonics Scheme Phase 3/4	ELS Phonics Scheme Phase 3/4	ELS Phonics Scheme Phase 4	ELS Phonics Scheme Phase 4 (For some children Phase 5).
	Writing - Have an established dominant hand. - Begin to use a tripod grip when holding pens and pencils. - Mark making. - Giving meaning to marks. - Recognising their name. - Name writing, using correct letters and correct formation with support.	Writing - Name writing, using correct letters and correct formation independently. - To hear and write initial, and if possible, end sounds when writing. - Beginning to orally segment CVC words. - Form some recognisable letters.	Writing - Writing simple CVC words. - Begin to write simple labels and captions. - Begin to orally compose and memorise sentences. - Form letters with increasing accuracy.	Writing - Writing simple labels and captions, independently. - Begin to combine words to write short sentences with support (continue to focus on orally composing and memorising the sentence). - Spell a range of words correctly by identifying the sounds and then writing the sound with letter/s. - Begin to write some	Writing - Begin to write simple sentences that can be read by others. - Make phonetically plausible attempts at unknown words. - Continue to spell a range of words correctly by identifying the sounds and then writing the sound with letter/s. - Continue to write some common exception words correctly.	Writing - Write short sentences that can be read by others, using known grapheme-phoneme correspondences. - Use a capital letter and full stop when writing sentences. - Re-read their writing to check it makes sense. - Spell a range of common exception words correctly. - Form lower and upper case letters correctly.

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				common exception words correctly such as I, to, the... Form letters with increasing accuracy.	Be able to form all lower case and some upper case letters correctly.	
Mathematics	<u>Numbers to 5</u> This unit focuses on children's ability to recognise, represent and manipulate numbers to 5. <u>Comparing groups within 5</u> This unit focuses on comparing two groups of objects and correctly identifying which has more, fewer or whether they have the same amount, using matching, representing and subitising strategies. <u>Shape</u>	<u>Change within 5</u> This unit focuses on finding one more and one less than a number within 5. <u>Number bonds within 5</u> This unit focuses on number bonds to 5 in the context of a part-whole model. <u>Space</u> This unit focuses on introducing and reinforcing positional language. <u>Numbers to 10</u> This unit focuses on children's ability to recognise, represent	<u>Addition to 10</u> This unit brings together the key skills of one more and one less and the introduction to the part-whole model, to ensure confident mastery of the skill of combining two groups to find a whole up to 10. <u>Measure</u> This unit focuses on developing children's understanding of the different elements that can be measured. <u>Number bonds to 10</u>	<u>Exploring patterns</u> This unit focuses on looking at patterns. Understanding pattern is one of the main foundations of all mathematics learning. <u>Counting on and counting back</u> This unit focuses on counting forwards and backwards from a given number in order to add and subtract. <u>Numbers to 20</u> This unit focuses on exploring numbers from 10 to 20.	<u>Numerical patterns</u> This unit introduces the mathematical patterns of doubling, halving and odd and even numbers. <u>Shape</u> This unit focuses on reviewing 2D shapes and exploring the idea that shapes can have other shapes within them. <u>Measure</u> This unit focuses on continuing to develop children's understanding of the different	<u>Time</u> The unit helps children develop a sense of time in terms of daily routine that will give them the foundation skills they will need for further work on time in Year 1. *Revisiting Previous Modules*

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	This unit focuses on exploring 3D and 2D shapes.	and manipulate numbers to 10. <u>Comparing numbers within 10</u> This unit focuses on practising the skill of comparing groups of objects up to 10, using the key mathematical vocabulary of more, fewer, more than and less than.	This unit explores the vital building block for understanding number, the bonds to 10. These are represented in a ten frame and in part-whole models and using counters. <u>Subtraction</u> This unit builds on the concept of number bonds to 10, this time focusing on subtraction number bonds.	Children will count to 20 and back to 0, identify one more and one less, and compare and represent numbers	elements that can be measured. Children will learn to measure volume and capacity through investigation. <u>Sorting</u> This unit is optional, but still useful. It focuses on noticing similarities and differences in collections of objects found in the classroom.	
Understanding the World	Past & Present • Begin to talk about their life story and how they have changed. • To look at images of schools from the past and discuss - use vocabulary such as in the past, a long time ago.	Past & Present • Compare and contrast characters from stories, including figures from the past - Rama and Sita / Mary and Joseph. • To be able to talk about what they have done with	Past & Present • Introduce children to significant figures who have been to space, e.g. Neil Armstrong and Mae Jemison, and begin to understand that these events happened before they were born.	Past & Present --- •	Past & Present --- •	Past & Present • Compare and contrast characters from stories... looking at traditional tales.

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		their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past and discuss.				
	People, Culture & Communities - To talk about members of their immediate family and community. - To know the names of the other children in their class. Recognise the differences between themselves and their friends (appearance, likes/dislikes, families)	People, Culture & Communities - Name and describe people who are familiar to them. - Talking about occupations and how to identify safe strangers that can help them when they are in need. - With support find India on a world map or globe. - To compare India to where we live. - With support find UK, our local area and our school on a map (including Google Earth). - Talk about how people celebrate	People, Culture & Communities - Find out about how Chinese New Year is celebrated. - Find out how the lives of people in China are the same and different to ours.	People, Culture & Communities Talk about how people celebrate Easter.	People, Culture & Communities - Talk about how people celebrate Eid-UI-Fitr. - Use Handa's Surprise to explore another country.	People, Culture & Communities - Understand that some places are special to members of their community. - learn about Hinduism. - learn about Islam.

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		Diwali / Christmas. Know why different people celebrate different things.				
	The Natural World - Talk about nocturnal and diurnal animals. - Talk about body parts of owls, using appropriate vocabulary (talons) - Talk about signs of autumn.	The Natural World Continue to talk about autumn.	The Natural World - Talk about why something melts or freezes and the change that happens. - Compare weather in winter to the weather in autumn. - Find China on a map / globe.	The Natural World - Talk about signs of spring. - Explore the natural world around them - growing and planting in the Reception Outdoor Classroom. - making observations of plants / flowers. Encourage interactions with the outdoors to foster curiosity and give children the freedom to touch and smell and hear the natural world around them during hands-on experiences.	The Natural World - Using stories as a starting point compare animals from a savannah to those on a farm. - Learn to care for our caterpillars. - Explore the natural world around them, making observations of minibeasts / animals.	The Natural World - Talk about seasonal changes for summer. - Explore the natural world around them - magnet attracting an object - floating and sinking.
RE Curriculum	Big Theme: Stories and what they tell us The lost sheep. The lost coin.	Big Theme: Celebrating Special Times What happens at	Big Theme: Aspects of Identity and Relationships Gotcha smile.	Big Theme: Stories and what they tell us The good Samaritan. Big Theme:	Big Theme: Stories and what they tell us Muhammad and the kitten.	Big Theme: Aspects of Identity and Relationships My Hindu Faith.

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		Diwali? Guru Nanak's birthday. What happens at Christmas?	Dogger.	Celebrating Special Times What happens at Easter?	Big Theme: Celebrating Special Times What happens at Eid- Ul-Fitr?	My Muslim Faith.
Expressive Arts and Design	• Sing a range of familiar songs. • Begin to use observational skills to draw / create things with increasing detail (families, owls...). • To develop colour-mixing techniques (brown for an owl). • To explore different techniques for joining materials. • To begin to take on a role in their play. • Use simple blocks and construction sets for a purpose.	• Starting to sing new songs as a group, matching pitch and melody e.g. from Christmas performance. • Perform to an audience. • Begin to have an understanding of syllables. • To join materials together to create musical instruments. • To use black and white paint to change the shade of a colour. • Use simple tools and techniques competently and appropriately. • To experiment with creating different things and being	• Begin to move in response to music • Move to music in time, thinking of space. • Explore and engage in music making and have a simple understanding of beat. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • To draw a range of objects. • Share creative ideas with peers and begin to work together, sharing skills. • Constructs with a purpose in mind,	• Choreograph dances in time to music. • Move in appropriate ways to accompany instruments e.g. creep to the sound of a maraca, march to the sound of a drum. • To use paints, pastels and other resources to create observational drawings. • Use tools and techniques with increased care and precision. • To identify and select resources and tools to achieve a particular outcome. • To plan, carry out and evaluate and change when	• To use what they have learnt about media and materials in an original way and be able to explain their choices. • Problem solve and reflect on their designs and creations. • Adapt their work to make it even better. • Independently, use tools and techniques with increased care and precision. • Create collaboratively and share ideas, resources and skills. • To role play, taking the ideas of others	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery

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		able to talk about their uses. Engage in role play with peers and start to create their own narrative. Artist: Jackson Pollock - 'drip pictures'	using a variety of resources and is able to evaluate their designs. Start to create their own storylines that include peers. Artist: Van Gogh - Starry Night	necessary. - Extend narratives within role play. - To use a range of resources to create own props to aid role play. Artist: Van Gogh - Sunflowers	into account. Develop patience when dealing with conflicts when creating narratives with peers. Artist: Matisse - The Snail	rhymes and songs. Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.
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