

Year B Long Term Plan EYFS 2025- 2026

EYFS	All about Me!	How do People Celebrate?	Winter	Let's Explore!	Once Upon a Time...	Our Amazing World
<p>General Themes (including WanderLust-Hygge in EYFS)</p>	<p>Families Starting School People who help us Emotions Harvest Apples Leaves Sticks Robins</p>	<p>Pumpkins Darkness Diwali Hannukah Bonfire Night Fire Mushrooms Stars Christmas Where I live</p>	<p>Arctic Animals Northern Lights Ice Robins Weather/ Winter Pancake Day Chinese New Year Maps Worms Mountains Design and Build!</p>	<p>Eid On the Farm Mud Easter Spring Caterpillars and Butterflies Beans</p>	<p>Princes and Princesses Dragons Castles Rocks Nests Beetles Rain</p>	<p>Pirates The Zoo The Jungle The Rainforest Marvellous Music Summer Beach</p>
<p>High Quality Texts Pre School</p>	 <p>A Lift-the-Flap Book Dear Zoo Rod Campbell</p>  <p>The Train Ride Jane Grebin Stephen Lambert Illustrated by Michael Fount</p>  <p>Hairy Maclary from Donaldson's Dairy Lynley Dodd</p>	 <p>OWL BABIES HEATHER WATKINS • PICTURE BOOKS</p>  <p>Dear Santa From Santa Rod Campbell</p>	 <p>Usborne touchy-feely books That's not my polar bear... its ears are too soft.</p>  <p>We're Going on a Bear Hunt Michael Rosen Helen Oxenbury</p>  <p>Postman Bear JILL DAWLSON • AXEL SCHEFFLER</p>  <p>LION HUNT</p>	 <p>I LOVE CHINESE NEW YEAR</p>  <p>DAVID WISNER FLOPSY Touching Feels</p>  <p>The Very Lazy Ladybird Lesley Funn & Jack Trufile</p>	 <p>Puff the Magic Dragon</p>  <p>Usborne touchy-feely books That's not my dragon... its ears are too furry</p>  <p>Ladybird First Favourite Tales Jack and the Beanstalk</p>  <p>EACH PEACH PEAR PLUM Janet and Allan Aliberg</p>	 <p>Over a million touch books and DUCK in the TRUCK Jez Alborough</p>

<p>REC</p>	 	 	 	  	 	 
<p>Songs and Poems</p>	<p>If you're happy and you know it! Five Little Monkeys It's raining... Down at the station 5 currant buns The Gruffalo song Sing a song of Sixpence London Bridge</p>	<p>It's an Owl 2 little owls Gingerbread Man Philharmonic London Bridge is Falling Down One Tomato, Two Tomato... The Robin Song</p>	<p>Polar Bear Polar Bear Bear Hunt Rap The Bear went over the mountain In the winter Five Little Penguins</p>	<p>The Big Ship Sails Mary Mary There's a hole at the bottom of the sea There's a tiny caterpillar on a leaf</p>	<p>There was a princess long ago Puff the Magic Dragon Room on the Broom song</p>	<p>CBeebies Musical Storyland- Jack and the Beanstalk Fee Fi Fo Fum) BBC Teach) Here is the beehive Humpty Dumpty</p>
<p>Key Events and Opportunities Parental Involvement</p>	<p>Harvest Festival National Poetry Day Trip to Dewlay Cheese</p>	<p>Diwali Day Campfire World nursery rhyme week Remembrance day</p>	<p>Trip to Farm Valentines day Chinese New Year National Storytelling week</p>	<p>Living Eggs Mother's Day World Book Day Easter celebrations</p>	<p>Father's Day Whole school Worship Stay and Learn- U of World</p>	<p>Eid Day Talent show Williamson Park The Butterfly House</p>

	<p>Curriculum Evening for Reception Class Dojo <i>Stay and Learn- PSED and CLL</i> Visit from Police, Postman, Builders, FireFighter</p>	<p>Hannukah Christmas Walk to village Trip to Judge's Lodgings</p> <p>Whole school Worship <i>Nativity performance Class Dojo Stay and Learn- Phonics and Phy Dev</i></p>	<p>Pancake day <i>Stay and Learn- Maths Class Dojo Vaisaki</i></p>	<p>Whole school assembly <i>Stay and Learn- EAD Class Dojo</i></p>	<p><i>Class Dojo</i></p>	<p>Whole school Worship <i>End of year Worship Class Dojo Sport's Day Celebration Day- invite parents to celebrate</i></p>
<p>Characteristics of Effective Learning</p>	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p>Communication and Language</p>						
<p>Listening and Attention, Understanding and Speaking</p>						
<p>Nursery</p>	<p>I am learning to: Listen to my key person when interested</p>					

	<p>Concentrate until an activity is completed</p> <p>listen and respond to others' talk.</p> <p>Answer why questions</p> <p>Initiate conversations.</p> <p>Join in with discussions</p> <p>Use new vocabulary</p> <p>Talk about simple feelings.</p> <p>Begin to use conjunctions.</p>	<p>Make sensible suggestions about what might happen next in a story</p> <p>Ask questions about the stories I have listened to</p> <p>Answer how questions with support.</p> <p>Talk about what I am thinking</p> <p>Give reasons</p> <p>Tell simple stories orally</p>	<p>Listen for longer periods of time</p> <p>Follow a story without visual clues</p> <p>Follow 3-part instructions.</p> <p>Talk about and explain my ideas</p> <p>Express my opinions</p> <p>Talk about a series of events</p> <p>Use conjunctions.</p>	<p>Make relevant comments about what I have heard</p> <p>Listen attentively in different situations</p> <p>Answer how questions clearly.</p> <p>Talk about my feelings, linking actions.</p> <p>Talk about a series of ideas.</p>	<p>Follow more complex instructions that have several ideas.</p> <p>Listen for longer sessions and make relevant comments to show that I have understood.</p> <p>Tell stories orally following a sequence.</p>	<p>Maintain conversations in a variety of situations.</p> <p>Talk about a series of events in sequence</p> <p>Be fluent and coherent when I talk to others</p> <p>Adapt my talk in response to the listener.</p>
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Personal, Social and Emotional Development

Self Regulation, Making Relationships, Managing Self

Nursery	<p>I am learning to:</p> <p>Have a strong relationship with my key person.</p> <p>Play alongside other children when my key person is close by.</p> <p>Show clear enjoyment when I engage in my favourite learning experiences</p> <p>Overcome emotional outbursts with support from my key person</p> <p>Demonstrate spectator/ onlooker behaviour as I watch other children but may not play with them.</p> <p>Take turns in simple learning experiences with support from my key person</p> <p>Explore the nursery environment by myself but will check in regularly with my key person.</p>
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	<p>Repeat play experiences and learn through a unique schematic approach With support from my key person, I will have a go when a task is difficult. I need support with my self care needs. Wait for a very short time (e.g. seconds) for example when I am waiting for a turn Follow physical and visual cues from my key person · I can follow one simple instruction</p>					
Pre-School	<p>I am learning to: Join in with others during my play</p> <p>Talk to others who are playing near to me.</p> <p>Try new things with support</p> <p>Follow rules with support.</p> <p>Wash and dry my hands with support.</p> <p>That I have different emotions.</p> <p>Talk about myself and my family</p>	<p>I am learning to: Choose who I play with</p> <p>To invite other children to play with me.</p> <p>Persevere with support</p> <p>Put on and take off some items of clothing with support.</p> <p>Talk about special times</p>	<p>I am learning to: Respond appropriately to others in my play</p> <p>Talk to others in my play.</p> <p>Behave appropriately within boundaries.</p> <p>That my words and actions can affect others.</p> <p>Say how I feel with support.</p>	<p>I am learning to: Share and take turns with support.</p> <p>Be more independent in following the rules</p> <p>Persevere with challenges.</p> <p>To wait for my turn.</p> <p>Talk about bedtime routines.</p>	<p>I am learning to: Be aware of others' needs and wishes.</p> <p>Put on and take off some items of clothing independently.</p> <p>Shift attention from one thing to another.</p> <p>Talk about how to be healthy through brushing my teeth.</p>	<p>I am learning to: Be a good friend.</p> <p>Recognise what is healthy and unhealthy.</p> <p>Follow a 2-part instruction.</p> <p>Help others.</p> <p>To compromise in play with support</p>
Reception	<p>I am learning to: Talk about my own feelings.</p> <p>Follow the rules</p>	<p>I am learning to: Talk about the feelings of others'</p>	<p>I am learning to: Talk about how my actions can affect others</p>	<p>I am learning to: talk about my own and others' behaviour and</p>	<p>I am learning to: Change my behaviour to suit the situation</p>	<p>I am learning to: Follow instructions involving several ideas.</p> <p>Link my behaviour to my own and others' feelings.</p>

	<p>Do some things without help</p> <p>Talk about what is right and wrong.</p> <p>Manage my own personal hygiene needs</p> <p>Dress and undress independently.</p> <p>Listen to what others say.</p>	<p>Begin to change my behaviour to suit the situation</p> <p>Tackle a challenge</p> <p>Talk about ways to be healthy through exercise.</p> <p>Resolve conflicts with support.</p> <p>Play cooperatively</p> <p>Share and take turns.</p>	<p>Accept changes in routine</p> <p>Attend to more than one thing at a time</p> <p>Try different ways to do things</p> <p>Play cooperatively with different groups.</p>	<p>how it can affect others.</p> <p>Be more independent</p> <p>Take risks</p> <p>Be more resilient</p> <p>Talk about why healthy food choices are important.</p> <p>Find ways to resolve conflicts independently.</p>	<p>Reflect on my behaviour with support.</p> <p>Talk about the reasons for rules</p> <p>Talk about what is right and wrong in different contexts.</p> <p>Take account of and include others' ideas.</p>	<p>Follow rules independently.</p> <p>talk about healthy lifestyles.</p> <p>Think about how others' feel when I make decisions and choices.</p>
Physical Development						
Fine Motor/ Gross Motor						
Nursery	<p>I am learning to:</p> <p>Run safely.</p> <p>Climb on simple structures.</p> <p>Make marks in lots of different ways with large and spontaneous movements Use a palm grasp to control mark making tools;</p> <p>Move energetically running and jumping.</p> <p>Walk up and down stairs using two feet at a time.</p>					
Pre-School	<p>I am learning to:</p> <p>Draw circles and lines</p>	<p>I am learning to:</p> <p>Build my finger strength</p>	<p>I am learning to:</p> <p>Develop my wrist stability and strength</p>	<p>I am learning to:</p> <p>Use one handed tools</p>	<p>I am learning to:</p> <p>Hold writing tools using a tripod grip</p>	<p>I am learning to:</p> <p>Control writing tools using a tripod grip</p>

	<p>Build my finger strength</p> <p>Use one handed tools</p> <p>Move in a range of ways</p> <p>Move around space safely</p> <p>Draw lines and circles using my whole arm.</p>	<p>Draw simple representations of myself.</p> <p>Develop my core strength to balance</p> <p>Build my upper body strength.</p>	<p>Develop a pincer grip.</p> <p>Cross the midline</p> <p>Use both sides of my body to do the same thing at the same time.</p>	<p>with increasing control</p> <p>Copy some letter shapes.</p> <p>Use both sides of my body to do the same thing alternately</p> <p>Kick a ball.</p>	<p>Copy letters in my name.</p> <p>Throw and catch a variety of objects of different weights and sizes.</p>	<p>Form some letters from my name accurately.</p> <p>Move confidently in a range of ways.</p>
Reception	<p>I am learning to:</p> <p>Control and manipulate tools effectively</p> <p>Handle writing tools with dexterity.</p> <p>Move in a range of ways showing control and coordination.</p>	<p>I am learning to:</p> <p>Use anticlockwise movements in my writing.</p> <p>Retrace vertical lines.</p> <p>Develop spatial awareness to avoid obstacles</p>	<p>I am learning to:</p> <p>Draw intersecting lines and shapes.</p> <p>Coordinate both sides of my body to do different things.</p> <p>Travel around, over, under and through obstacles</p>	<p>I am learning to:</p> <p>Consistently use a tripod grip.</p> <p>Develop my hand-eye coordination.</p>	<p>I am learning to:</p> <p>Form all letters correctly.</p> <p>Throw, catch and kick with accuracy</p>	<p>I am learning to:</p> <p>Form letters clearly so that they are legible to others.</p> <p>Develop my strength and stamina.</p>
	Literacy					
	Comprehension, Word Reading and Writing					

Nursery	<p style="text-align: center;">I am learning to: Know and enjoy singing at least six nursery rhymes; Enjoy looking at books with encouragement from my key person; Distinguish between the different marks I make Enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch- screen technology Enjoy a story with my small group</p>					
Pre-School	<p>I am learning to:</p> <p>Listen and respond to stories, rhymes and poems.</p> <p>Discriminate between sounds</p> <p>Join in rhythmically with songs and rhymes</p> <p>Hold a book the right way up and turn the pages in order.</p> <p>Talk about the marks I make.</p>	<p>I am learning to:</p> <p>Talk about which stories I like.</p> <p>Act out parts of a familiar rhyme.</p> <p>Develop my auditory memory</p> <p>Copy a sequence of sounds.</p> <p>Keep in time to a beat.</p> <p>Use some shapes in my writing.</p>	<p>I am learning to:</p> <p>Listen and respond to stories, rhymes and poems</p> <p>Talk about key events in a story that I like.</p> <p>Recognise that some words sound the same.</p> <p>Know that a sentence has lots of words.</p>	<p>I am learning to:</p> <p>Act out parts of a familiar story or rhyme.</p> <p>Retell parts of a story.</p> <p>Recognise that some words start with the same sound</p> <p>Identify syllables in a word.</p> <p>Copy letters in my name.</p>	<p>I am learning to:</p> <p>Talk about key events in stories.</p> <p>Say what has happened in a story.</p> <p>Make a set of rhyming words</p> <p>Recognise familiar words and signs.</p> <p>Write some letters in my name correctly.</p>	<p>I am learning to:</p> <p>Predict what might happen next in a story.</p> <p>Work from left to right and top to bottom.</p> <p>Write the initial sound for a word correctly with support.</p>
Reception	<p>I am learning to:</p> <p>Listen to and enjoy a range of stories.</p>	<p>I am learning to:</p> <p>Talk about the features of texts.</p>	<p>I am learning to:</p> <p>Talk about how stories are structured.</p>	<p>I am learning to:</p> <p>Retell narratives in the correct sequence.</p>	<p>I am learning to:</p> <p>Use and understand new vocabulary.</p>	<p>I am learning to:</p> <p>Talk about what has been read to me, retell the stories and adapt narratives.</p>

	<p>Talk about stories using pictures.</p> <p>Predict the storyline.</p> <p>Hear and say initial sounds.</p> <p>Read some common exception words.</p> <p>Begin to link sounds to letters.</p> <p>Represent sounds with letter shapes.</p> <p>Write my own name in full.</p>	<p>Use new vocabulary from books.</p> <p>follow words with one-to-one correspondence.</p> <p>Begin to read words consistent with their phonic knowledge.</p> <p>Recognise rhyme and alliteration.</p> <p>Segment CVC words.</p> <p>Label initial sounds.</p> <p>Write sounds in the correct sequence.</p>	<p>Describe the setting, characters and events.</p> <p>Read words consistent with their phonic knowledge.</p> <p>Locate and recall the title of a book.</p> <p>Match capital and lowercase letters.</p> <p>Form lower and uppercase letters.</p> <p>Write labels.</p> <p>Form letters clearly</p>	<p>Begin to repeat words or phrases to check it makes sense.</p> <p>Express preferences for books.</p> <p>Show awareness of rhyme and alliteration when reading.</p> <p>Reread appropriate books.</p> <p>Write captions.</p> <p>Write some irregular words.</p>	<p>Say how they feel about books, poems etc.</p> <p>Follow and read with 2/3 lines of text.</p> <p>Say the sound for each letter of the alphabet and at least 10 digraphs.</p> <p>Spell simple and multisyllabic words phonetically.</p> <p>Write irregular words.</p>	<p>Read aloud simple sentences consistent with phonic knowledge.</p> <p>Begin to take note of some punctuation.</p> <p>Write simple sentences.</p>
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Mathematics

<p>Nursery</p>	<p align="center">I am learning to:</p> <p align="center">Say numbers spontaneously through play but without real meaning Be curious about numbers in the environment ·'</p> <p align="center">Talk about and identify patterns around me – stripes, spots.</p> <p align="center">Use informal language like pointy, spotty, blobs</p> <p align="center">Talk about and explore 2d and 3d shapes using informal language 'round', 'flat', 'corners'</p> <p align="center">Understand position through words alone – under the table</p> <p align="center">Recognise 'how many' instantly when looking at a small group of objects, e.g. 'one nose', 'two eyes</p> <p align="center">Extend and create an ABAB pattern</p>
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<p style="text-align: center;">Select shapes appropriately e.g. triangular prism for a roof, flat surfaces for building etc Make comparisons between objects relating to size, weight, capacity and length e.g. 'this is bigger'</p>						
Pre-School	<p>I am learning to:</p> <p>Notice and talk about patterns</p> <p>Count forwards</p> <p>Recognise some numerals.</p> <p>Sort objects</p> <p>Compare objects by size, shape and quantity.</p> <p>Count with support</p> <p>Subitise with support</p> <p>Use shapes within play.</p>	<p>I am learning to:</p> <p>Copy a simple pattern</p> <p>Recognise when two amounts are the same</p> <p>Recognise numerals 0-3.</p> <p>Count a set of objects using 1:1 correspondence</p> <p>Use number names in rhymes and songs</p> <p>Recognise similarities and difference between shapes.</p>	<p>I am learning to:</p> <p>Compare amounts</p> <p>Know that amounts will change if things are added or taken away</p> <p>Use number names to identify how many</p> <p>Subitise to 3</p> <p>Know that when I am counting, the last number I say is always the total.</p> <p>Use shapes within play.</p>	<p>I am learning to:</p> <p>Continue a simple pattern</p> <p>Recognise when there is more or fewer in a group</p> <p>Recognise 0-5.</p> <p>Count an irregular arrangement of objects.</p> <p>Find the correct shape to complete a picture or structure e.g. circle for a face.</p>	<p>I am learning to:</p> <p>Count backwards</p> <p>Recognise some numerals between 6-10.</p> <p>Subitise to 5 using fingers</p> <p>Recite numbers in order to 20.</p> <p>Name some 2D shapes.</p>	<p>I am learning to:</p> <p>Create a new pattern following an example</p> <p>Order 0-5.</p> <p>Recognise that an amount stays the same no matter how it is displayed.</p>
Reception	<p>I am learning to:</p> <p>Count actions or objects</p> <p>Count out objects from a larger group</p> <p>Match numeral to quantity 0-3</p>	<p>I am learning to:</p> <p>Estimate how many objects I can see.</p> <p>Identify smaller amounts within a larger amount.</p>	<p>I am learning to:</p> <p>Compare mass and capacity.</p> <p>Explore the composition of number 4 -7.</p> <p>Add two single digit numbers.</p>	<p>I am learning to:</p> <p>Compare length and height.</p> <p>Explore 3D shapes.</p> <p>Explore the composition of 8-10.</p>	<p>I am learning to:</p> <p>Match, rotate and manipulate shapes.</p> <p>Explore the composition and</p>	<p>I am learning to:</p> <p>Recall number bonds.</p> <p>Recall double facts.</p> <p>Use number facts to solve mathematical problems..</p>

	<p>Read numerals.</p> <p>Count beyond 10.</p> <p>Compare amounts using mathematical language.</p> <p>Explore size, mass and capacity.</p> <p>Create patterns.</p>	<p>Count on and count back.</p> <p>Sequence numerals 0-5.</p> <p>Identify one more and one less.</p> <p>Compare size.</p> <p>Use positional language accurately.</p>	<p>Count two groups together to find the total.</p> <p>Find pairs.</p>	<p>Spot patterns in numbers.</p> <p>Explore number bonds to 10.</p> <p>Represent patterns in numbers.</p>	<p>decomposition of shapes.</p> <p>Take away two single digit numbers.</p> <p>Use the right mathematical language when adding and taking away.</p>	<p>Share a set of objects.</p> <p>Split a group in half.</p> <p>Identify odd and even numbers.</p> <p>Form numerals correctly</p>
Understanding of the World						
Nursery	<p>I am learning to:</p> <p>Make comments using simple words about my immediate environment as I interact with it.</p> <p>Show curiosity and interest about people that I am familiar with.</p> <p>Talk about any pets that they might have Share likes and dislikes</p> <p>Notice features in my own environment</p> <p>Explore the natural world and comment on what is seen/heard Use senses in hands on exploration</p> <p>Mark make on paint software on the Interactive Whiteboard</p> <p>Recognise key people in my life.</p> <p>Briefly talk about some members of their family</p> <p>Sequence family members by size and name (baby, child, adult)</p> <p>Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences Identify what you need to wear for each season and why I can take care of living things</p> <p>Talk about the features of this country</p> <p>Play simple games on the Interactive Whiteboard by pressing buttons</p>					
Pre-School	I am learning to:	I am learning to:	I am learning to:	I am learning to:	I am learning to:	I am learning to:
History Geography			Talk about past and present events that	Talk about events in nursery that	to:	Talk about people that I come across

<p>Science R.E</p>	<p>talk about myself and people that I know.</p> <p>Notice features of my immediate environment</p> <p>Say what makes me special.</p> <p>Use my senses to explore natural materials.</p>	<p>Talk about the jobs of people that I know.</p> <p>Talk about the features of my immediate environment.</p> <p>Talk about how people celebrate different traditions.</p> <p>Use my senses to explore living things</p> <p>Notice things in the natural world.</p> <p>Talk about the changes I notice</p>	<p>happened in my own life.</p> <p>Use map of my immediate environment.</p> <p>Use non-fiction books to find out about where we live.</p> <p>Talk about different religions and cultures.</p> <p>Talk about how things look, feel, sound and smell.</p>	<p>happened in the past.</p> <p>Use maps of my environment to identify landmarks.</p> <p>Recognise that some people celebrate particular festivals.</p> <p>Ask questions and make comments about the world around me.</p> <p>Talk about how things grow and change.</p>	<p>Talk about myself as a baby</p> <p>Compare myself as a baby to now</p> <p>Talk about past events in the lives of familiar people.</p> <p>Talk about the features of where we live.</p> <p>Talk about different religions and cultures.</p> <p>Take care of living things</p>	<p>and the jobs that they do</p> <p>Talk about how I have changed since I started nursery.</p> <p>Use maps and non-fiction books to talk about different countries.</p> <p>Talk about ways that people we know are different and unique.</p> <p>Talk about different weather and seasons</p>
<p>Reception</p>	<p>I am learning to:</p> <p>Talk about my own family and people special to me.</p> <p>Describe features of my own environment.</p>	<p>I am learning to:</p> <p>Describe jobs that people do and why they are important.</p> <p>Use maps of my own environment.</p> <p>Talk about different ways</p>	<p>I am learning to:</p> <p>Talk about how people lived in the past.</p> <p>Use maps and non-fiction texts to find out about other countries.</p> <p>Describe similarities and differences</p>	<p>I am learning to:</p> <p>Talk about the similarities and differences between things in the past and now.</p> <p>Describe and compare the seasons.</p>	<p>I am learning to:</p> <p>Talk about significant people and events in the past.</p> <p>Compare features of our environment to</p>	<p>I am learning to:</p> <p>Sequence some significant historical events.</p> <p>Compare living in this country to living in another country.</p> <p>Talk about ways to look after the natural world.</p>

	<p>Talk about what makes me special.</p> <p>Observe the natural world and draw their observations. Notice how some things are the same and some different.</p>	<p>that people celebrate.</p> <p>Talk about similarities and differences.</p> <p>Recognise seasonal changes.</p>	<p>between environments</p> <p>Explain the reasons for some traditions.</p> <p>Give reasons for the changes I notice e.g. melting.</p>	<p>Compare similarities and differences between different religions and cultures.</p> <p>Describe the features of plants and animals.</p>	<p>another environment.</p> <p>Talk about how seasons affect the natural world.</p>	
	Expressive Arts and Design					
Nursery	<p>I am learning to:</p> <p>Join in with songs and rhymes by showing that I am listening; Explore creative experiences such as painting and gluing with support from my key person.</p> <p>Explore different materials, using all my senses to investigate them. Use chunky paintbrushes, and can print and make marks with blocks, sponges etc Manipulate and play with different materials.</p> <p>Use my imagination as I consider what I can do with different materials. Make simple models which express my ideas.</p>					
Pre-School	<p>I am learning to:</p> <p>Explore colour</p> <p>Explore texture</p> <p>Explore different media.</p> <p>Join materials.</p>	<p>I am learning to:</p> <p>Use malleable materials</p> <p>Use a variety of tools</p> <p>Draw different lines.</p>	<p>I am learning to:</p> <p>Experiment with different techniques</p> <p>Use lines to draw shapes</p> <p>Use simple shapes in my drawings.</p>	<p>I am learning to:</p> <p>Draw a person with some features</p> <p>Represent my ideas using 3D materials.</p> <p>Talk about my ideas.</p> <p>Keep in time with music.</p>	<p>I am learning to:</p> <p>Talk about what I am doing in my art</p> <p>Explore colour mixing.</p> <p>Talk about my plans when constructing.</p>	<p>I am learning to:</p> <p>Make and use props when pretending</p> <p>Draw with more detail.</p> <p>Solve problems</p>

	<p>Experiment with sounds</p> <p>Listen carefully and respond to the sounds I hear.</p> <p>Engage in pretend play based on own experiences.</p> <p>Experiment with movements.</p>	<p>Say what I am doing.</p> <p>Talk about the sounds I hear</p> <p>Sing familiar songs and rhymes by heart.</p> <p>Engage in role play with others.</p> <p>Negotiate space within dance.</p>	<p>Make up my own simple songs and rhymes</p> <p>Experiment with different instruments.</p> <p>Act out familiar stories using props and character voices.</p>	<p>Develop narratives in my imaginary play.</p> <p>Balance and cross the midline within dance.</p> <p>Copy movements and move to music.</p>	<p>Tap out a rhythm I have heard.</p> <p>Engage in imaginary play within a group.</p> <p>Copy sequences of movement within dance.</p>	<p>Find different ways of doing things.</p> <p>Share my music making with others.</p> <p>Negotiate roles within imaginary play and role play with friends.</p>
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Reception Art Dance/ Drama DT	I am learning to: Mix colours to create shades and tones. Combine lines and shapes. Choose the most appropriate materials. Sing new songs and rhymes. Follow the melody of a song.	I am learning to: Draw detailed pictures. Use different textures. Manipulate materials in different ways. Compose and adapt songs.	I am learning to: Experiment with a range of tools Choose appropriate tools Mould and sculpt. Make a plan. Talk about my design. Compose and adapt music.	I am learning to: Explore and experiment with techniques Combine different media and materials. Join materials in different ways. Talk about how different music makes me feel.	I am learning to: Create 3D representations in different ways. Combine media in different ways. Adapt my plans. Express my opinions about different types of music.	I am learning to: Extend role play using props and materials. Describe and explain the processes I have used. Perform individually and in a group.
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Schemes/ online resources used to support learning

Communication and Language- WellComm

Phonics- Red Rose Letters and Sounds

PSED- The Story Project

P.E- Lancashire P.E Scheme of Work

Maths- NCETM, Number Fun, Big Maths, White Rose

Understanding of the World- Wander Lust Hygge in the Early Years

Expressive Art and Design- Access Art

Music- Charanga/ BBC Teach

Computing- Barefoot Computing